MONTCLAIR STATE COLLEGE
Upper Montclair, New Jersey

ANNUAL REPORTS 1959-1960

4/64
A. R. Kuolt

Montclair State College

Report of the President

Academic Year
1959 - 1960

Introduction:

The academic year of 1959 - 1960 saw a continued pressure on the college to increase enrollment. Physical facilities designed for 1350 undergraduates were already bulging with nearly 2000 (actually 1975) in September 1958. The hope of the college administration was to level off at this number until additional classroom space was provided.

The number of applicants to Montclair increased significantly for the Fall of 1959 and for some reason, the proportion of those accepting upon being invited also increased. The result-2141 students registered in September 1959.

New Faculty:

The problem of recruiting and retaining competent faculty personnel is becoming increasingly difficult. The salary scale of the state colleges in New Jersey is reasonably good when compared with other institutions of higher education but when projected against the existing salary schedules of public schools in the metropolitan area it is not favorable.

In a number of instances each year competent individuals whom the administration would like to invite to Montclair find they cannot afford to accept the best offer the administration can make in light of the living costs in and around Montclair.

The college does have some advantages in the competition for new staff members. The location near New York City appeals to some persons. To others the attraction of Montclair as a community in which to raise a family looms important. Others inform us that they consider the reputation of the college as an important factor in their decision.

In general the administration seeks to make new appointments in the lower ranks in order to enable promotions from within the ranks to be made. However, in some special fields it is only possible to attract persons with the salaries of higher ranks.

A list of new appointments to the faculty in the Fall of 1959 is attached herewith.

Montclair State College

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New Faculty Members: 1959

Esperanza F. Amaral (Mrs.) Assistant Professor-Modern Languages-Spanish.

Richard Beirne, Assistant Professor II - Speech.

E. Seaton Carney. Assistant Professor- Physical Science-Physical Chemistry and Physics.

Leo G. Fuchs, Director II- Dean of Students.

Duane M. Harmon, Assistant Professor II - Assistant Director of Students.

Herbert J. Hauer. Associate Professor - Psychology.

Frank S. Kelland, Assistant Professor II - Geography.

Michael Marge, Assistant Professor - Speech.

Morris G. McGee, Assistant Professor II -English and Public Relations.

Karl R. Moll, Assistant Professor II - Speech

Irene G. Oppenheim, Assistant Professor - Home Economics.

Earl K. Peckham, Professor - Education.

Thomas J. Rillo, Assistant Professor - Physical Education, Health, Recreation.

Eloisa Rivera-Rivera, Assistant Professor- Modern Languages- Spanish.

Harriet H. Rosenstein, Assistant Professor II - Science.

Charity E. Runden, Assistant Professor - Education and Psychology.

Lillian J. Szklarczyk, Modern Languages - French.

Foster L. Wygant, Assistant Professor - Fine Arts.

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[illegible] J. [illegible] (Ed.). [illegible] Intermediate Intermediate-[illegible].

[illegible] [illegible], [illegible] Primaries II - [illegible].

[illegible] [illegible], [illegible] Intermediate - [illegible] [illegible] [illegible] [illegible].

[illegible] [illegible], [illegible] II- [illegible] of [illegible].

[illegible] [illegible], [illegible] Primaries II - [illegible] of [illegible].

[illegible] [illegible], [illegible] Intermediate - [illegible].

[illegible] [illegible], [illegible] Intermediate II - [illegible].

[illegible] [illegible], [illegible] Intermediate - [illegible].

[illegible] [illegible], [illegible] Primaries II -[illegible] [illegible] [illegible].

[illegible] [illegible], [illegible] Primaries II - [illegible].

[illegible] [illegible], [illegible] Intermediate - [illegible].

[illegible] [illegible], [illegible] - [illegible].

[illegible] [illegible], [illegible] - [illegible] [illegible], [illegible], [illegible].

[illegible] [illegible], [illegible] Intermediate - [illegible] [illegible].

[illegible] [illegible], [illegible] Primaries II - [illegible].

[illegible] [illegible], [illegible] [illegible] - [illegible] [illegible] [illegible].

[illegible] [illegible], [illegible] - [illegible].

[illegible] [illegible], [illegible] [illegible] - [illegible] [illegible].

Faculty Promotions:

As the college has grown it has seemed wise to consider carefully the procedures involved in making recommendations for faculty promotions. In the past the President and the Dean of the college have assumed the major responsibility for making recommendations to the Commissioner of Education as to which faculty members are to be promoted. With an increasing number of faculty members it has seemed wise to invite the chairmen of departments to bear more responsibility in this connection.

The Faculty Review Committee as outlined in the statement of personnel policy for the state colleges has been established at Montclair and is now functioning. This committee meets at least twice a year at the call of the Dean of the College and reviews the general policies of the administration with regard to promotions. Any member of the faculty who believes he has not been treated fairly in the matter of promotion may request a hearing before the Faculty Review Committee.

By State Board regulations the college cannot have more than fifty percent of the faculty in the upper two ranks - associate and professor. Montclair State is now so near to that percentage that future promotions into the higher ranks will be limited and will be governed by retirements and the establishment of new positions.

In the Fall of 1959 the following promotions in rank were made upon the recommendation of the President:

To Professor: E. B. Fincher
W. Paul Hamilton
Orpha M.L.Lutz
Harold M. Scholl

To Associate Professor:

Robert Beckwith
Steven C. L. Earley
Arthur H. Christmann
Irwin H. Gawley, Jr.
Charlotte R. Lockwood

To Assistant Professor:

David N. Alloway
J. Paul Harris
Russell Hayton
Stephen W. Kowalski
Evan M. Maletsky
Charles H. Martens

Montclair State College was one of a select number of colleges and universities in the country asked to describe its faculty promotion procedures for publication in a book under the general sponsorship of the

Association for Higher Education of the N.E.A. Included in the list of the colleges and universities were:

Stanford, Franklin and Marshall, Grinnell, Oregon University, University of North Carolina, Kentucky University, Morgan State College, Brooklyn College, Southern Connecticut State, San Francisco State, Mount Holyoke, St. Olaf College, University of Florida, Colorado College, Montclair State College.

Assistant Professor Ray Lewin was selected to prepare the statement. The invitation from the Association for Higher Education indicated that Montclair was one of the institutions selected because of the reputation for good faculty-administration relationships.

Bond Issue Campaign.

On November 3, 1959 the people of New Jersey voted a bond issue for the public colleges and Rutgers, the State University , for the amount of $ 65,000,000. The successful passage of this issue was the result of a long and arduous campaign on the part of those interested in higher education in New Jersey. The faculty, students, alumni, and administration of the Montclair State College played a very important part in this campaign.

The President of the College served from the beginning on the statewide coordinating committee for the Bond Issue. He represented the Presidents Council on this organization during the months that the campaign was organized.

Montclair State College contributed more than its share of energy, resources, and ideas to the campaign. The record of cash contributions from the various colleges of the state was as follows as of October 5,1959:

Montclair	$6,069.51
Jersey City	4,833.24
Newark State	4,806.22
Paterson	4,400.00
Glassboro	3,500.00
Trenton	3,000.00
	$ 26,608.97

A speakers bureau for the Bond Issue was established at Montclair under the leadership of Mr. Ballare. Posters and other materials were prepared at Montclair that were later reproduced for use throughout the state.

The passage of the Bond Issue by the people of the state was the result of an effective cooperative effort directed by leadership from the N.J.E.A.

Building Program:

Shortly after the passage of the College Bond Issue in November 1959, the State B oard of Education took steps to allocate the funds and to appoint architects for each of the colleges. The allocation to Montclair State College was as follows:

Project	Allocation	Available for construction	Equipment
Library	$1,300,000	$1,114,800	$100,000
Finley Hall Add.	700,000	593,000	65,000
Music	250,000	218,000	15,000
Gym	100,000	91,200	2,000
Rehab. Main Hall	625,000	508,000	60,000
Expansion-Utilities	258,000	238,000	2,000
Mens Dorm.	537,000	450,000	
Womens Dorm.	1,005,250	850,000	
Food Service	307,240	228,000	

Mr. Arthur Rigolo was appointed as architect for the major share of the building. Mr. Emil Schmidlin was appointed as architect for the womens dormitory and food service building.

Faculty committees in the departments concerned with projects in the building program were appointed to prepare general specifications for each of the buildings set forth in the program.

A general master plan for the entire campus development through the next ten to fifteen years was developed in collaboration with Mr. Rigolo. This plan envisages an undergraduate enrollment of more than 5,000 undergraduates as set forth in the accompanying table.

Basic to the scheme of campus development is an arrangement with the Houdaille Construction Company, owners of the quarry north of the present campus, to remove the rock underlying the undeveloped part of the campus and bring it down to a level within ten feet of the present upper campus. This operation includes the trading of approximately seven acres of land now belonging to the quarry for the rock in the top of the hill. The master plan contemplates the ultimate acquisition by the college of all the land now owned by the quarry for future development.

With usable land at such a premium in this metropolitan area no opportunity for the acquisition of land adjacent to the campus should be neglected. A positive program of land purchase should be included in any master plan development for the future.

Building Program:

Shortly after the opening of the College Board drew up a Development Plan, and a board of Governors took steps to allocate the funds and to appoint committees for each of the colleges. The allocations for Pretoria College were as follows:

Budget	Allocation	Expenditure to end-August	Balance
Library	£1,350,000	£1,112,000	£250,000
Fine Arts Hall	700,000	592,000	8,000
Music	250,000	232,000	15,000
Gym	100,000	91,200	2,000
Tech. Main Hall	450,000	390,000	60,000
Conversion-utilities	450,000	327,000	2,000
Men Dorm.	375,000		375,000
Women Dorm.	1,000,000		600,000
Food Service	400,000		400,000

Mr. Arthur Hoyle was appointed as architect for the major share of the building. Mr. Eric Cornelius was appointed as architect for the women residency and food service building.

Trouble developed in the women's residence because of the contract. The Labour Party was approached to provide skilled artisans for work of the building but could in the provide.

A general master plan for the whole campus development through the next ten to fifteen years was developed in collaboration with Mr. Hoyle. This plan envisages an ultimate population of more than 5,000 undergraduates in our form in the accompanying table.

Basic to the scheme of campus development is an arrangement with the Municipal Conservation Department, owners of the adjacent hill of the Pretoria ridge, to preserve the road alignment the undeveloped part of the campus and bring it down to a level behind the top of the present upper campus. This operation includes the creation of approximately seven acres of land now belonging to the University for the erection of the top of the hill. The master plan envisages the erection of the buildings by the colleges of all the land now owned by the University for future development.

This matter has to work a problem in this accommodation from an opportunity for the association of land development to the campus should be developed. A position preserve of land necessary should be included in the master plan development for the future.

MONTCLAIR STATE COLLEGE
Projected Enrollment, 1975
(Based on 15% attrition)

	1959 1960	Education					General					Grand Total
		Fr	So	Jr	Sr	Total	Fr	So	Jr	Sr	Total	
Business Education	243	55	50	48	47	200	27	25	24	24	100	300
English	264	82	75	72	71	300	55	50	48	47	200	500
Fine Arts	138	55	50	48	47	200	27	25	24	24	100	300
G eography		14	13	12	11	50	14	13	12	11	50	100
Home Economics	106	55	50	48	47	200	14	13	12	11	50	250
Industrial Arts	137	65	60	63	62	250						250
Language French	47	20	19	18	18	75	20	19	18	18	75	150
German		14	13	12	11	50	14	13	12	11	50	100
Latin	22	11	10	10	9	40	6	5	5	4	20	60
Spanish	73	34	31	30	30	125	27	25	24	24	100	225
Other		14	13	12	11	50	14	13	12	11	50	100
Mathematics	188	82	75	72	71	300	27	25	24	24	100	400
Music	94	40	38	37	35	150	27	25	24	24	100	250
Physical Education	256	82	75	72	71	300						300
Health & Recreation							14	13	12	11	50	50
Psychology							34	31	30	30	125	125

MONTCLAIR STATE COLLEGE
Projected Enrollment, 1975
(Based on 15% attrition)

	1959 1960	Education					General					Grand Total
		Fr	So	Jr	Sr	Total	Fr	So	Jr	Sr	Total	
Science												
Anthropology	161						14	13	12	11	50	50
Biology		27	25	24	24	100	27	25	24	24	100	200
Chemistry		27	25	24	24	100	27	25	24	24	100	200
Geology							22	20	20	18	80	80
Physics		27	25	24	24	100	27	25	24	24	100	200
Social Studies	243											
Economics		27	25	24	24	100	14	13	12	11	50	150
History		34	31	30	30	125	20	19	18	18	75	200
International Relations		20	19	18	18	75	20	19	18	18	75	150
Political Science		20	19	18	18	75	34	31	30	30	125	200
Sociology		20	19	18	18	75	20	19	18	18	75	150
Special Education		40	38	37	35	150						150
Speech	59	27	25	24	24	100	14	13	12	11	50	150
Undecided	10											
	2,141	892	823	795	780	3,290	559	517	493	481	2,050	5,340

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Continental Classroom:

The President of the College continued his relationship with the net-work (NBC) course known as Continental Classroom. This project, under the general supervision of Learning Resources Institute, offered a new two-semester course in chemistry and repeated the course in physics. Montclair State offered the chemistry course in its Part-time and Extension Division.

The President of the College is Vice-Chairman and a member of the board of the Learning Resources Institute. Professor Paul Clifford of the College Mathematics Department will serve as one of the national instructors for the 1960-61 Continental Classroom offering in mathematics. Professor Clifford has been selected as the person best qualified to teach the practical applications and teaching techniques of probabilities and statistics.

College Development Fund:

A very significant step toward adequate financing for special projects was officially organized, incorporated and began operation during the academic year. For a number of years officers of the Alumni Association of the college have discussed the need for greater financial support for special projects that could not be launched under existing state budgetary policies. A study was made of plans in several state colleges to raise private money to support such projects. The evidence indicated that it was possible, and desirable, to seek additional funds from parents, alumni, and interested citizens.

During the year 1958-59 some progress was made toward a Development Fund. Mr. Morris McGee, an alumnus of the college interested in raising money, devoted a portion of his time to this activity. Tentative outlines for corporation papers were prepared and on April 5, 1960, formal papers were filed with the following persons as incorporators: George C. Bond, Paul L. Caffrey, Richard T. Dugan, Paul E. Froehlich, Mrs. Dorothy B. Garland, Mrs. Mildred S. Hollenbeck, Nicholas A. Leitner, Morris G. McGee, E. DeAlton Partridge, and Mrs. Margot M. Studer.

The purpose of the Development Fund as set forth in the incorporation papers was as follows:

(a) To encourage and support the development of the Montclair State College in ways for which State funds may not be made available to said College including, but not limited to the sponsorship of publications to extend the educational and cultural influence of said College, additions to the said College's cultural program and facilities, improvement of opportunity for advanced study and research by the faculty of said College, improvement of opportunity for cultural development among the student body, and improvement of local housing for the said faculty;

(b) To raise, procure and receive by subscritpion, gift, bequest, and devise, a fund with which to support said development in such ways as shall be determined by the Board of Trustees.

Qualified Teachers

The Presidency of the College continued its relationship with the University (UBC) centre there as qualified students. The students, under the general supervision of learning centre staff, attended a one two-hour seminar every in-service course in physics. Instructor staff attended the University for classes in the Fort-time and evening divisions.

The President of the College is Vice-President for a member of the Board of the University Extension Division. Professor Earl Gillespie of the College Extension Department till April of one of the national conferences on the Joint-of Continuing Education officials in Canada. Professor Gillespie has been delegated as the person who will in the University on physical or financial and administrative and academic functions of the College.

College Development Fund

A very significant and unique academic development for College projects was initiated especially, inaugurated and taken operation during the academic year. The College of Trustees authorized the Alumni Association of the College to establish and administer the Development Fund for special projects for which could not be financed under existing state capital policies. A number of such projects by several state agencies to raise matching funds to support such projects. The Alumni Association has it was successful in some additional funds from private, alumni, and industrial sources.

During the year 1957-58 some projects had been started, a [illegible] Fund, in Spring, an alumni of the College [illegible] alumni, carried a program of the time in this activity. [illegible] Lines for [illegible] were completed in April 1, [illegible] albert was filled with the building [illegible] George G. Jones, Fred L. Gurney, Alfred T. Fuller, Fred [illegible], Dorothy E. Walker, Mrs. Alfred E. Gatenby, Charles [illegible], Morris G. Wood, E. Dalton Fraser, and Mrs. Mary E. Fraser.

The program of the Development Fund is not fixed in the [illegible] than appears and is follows:

(a) To encourage and support the development of the Alumni Association of the College in ways for which alumni funds are not to meet [illegible] in other College activities, but are limited to the [illegible] of [illegible] College is defined the educational and cultural influence of the College activities in the Alumni College's relations [illegible] and activities, improvement of [illegible] for advanced study and research on the faculty of the College, improvement of [illegible] of the College of the College's [illegible] the student body, and improvement of local facilities for the [illegible] and [illegible].

(b) To plan, develop and execute by [illegible], city, [illegible] for [illegible], a fund which will be [illegible] and [illegible] as shall be approved by the Board of Governors.

This purpose was spelled out in greater detail in a brochure STEPS TOWARD A GREATER COLLEGE which has been circulated among various interested groups with the view to gaining contributions.

Mr. McGée joined the faculty of the college in September 1959, to teach English, direct the program of public relations and head up the Development Fund as Executive Secretary. A part-time secretary was employed and the long, hard task of building a solid basis for private financial support began.

A detailed report of the Development Fund will be found elsewhere in this report. It is sufficient to note here that the first year of full operation proved beyond a doubt that the plan is feasible and that the Fund, as it grows will fill a real need in the college program. The most significant project of the Fund during the year 1959-60 was the award of five faculty grants totalling $ 3150 . These grants were made to promote scholarly pursuits and permit faculty members who are nearing the completion of their doctors degrees to complete this significant step in their educationallives. The grants made and the amounts are as follows:

Robert Beckwith received $800 in order to devote time to finishing the research for his dissertation and writing it. His Ph. D. dissertation is "General Dickerson, a Jacksonian Democrat prominent in New Jersey and national affairs." The thesis may be published as a historical document.

Philip Cohen received $800 in order that he could devote full time during the summer to do the research for and writing his dissertation. This was an examination of the extent to which research in the field of American colonial history has influenced the subsequent literature in the field.

Seymour H. Fersh was awarded a grant of $700 in order that he could prepare for publication by the Public Affairs Press in Washington his doctoral dissertation on the Presidential "State of the Union" Message.

Bernard Siegel received $350 to enable him to attend a course in college business management held at the University of Omaha during the summer in connection with a Carnegie scholarship award.

A $500 grant was awarded to Jerome Streichler in order that he could complete his graduate studies including his doctoral thesis. The title of the thesis is "The Development of the Industrial Design Profession in the United States." The project has broad implications and its findings should be of interest to educators in the industrial arts as well as in the fine arts, business education, and social studies.

A special committee on Faculty Grants made recommendations for the awards to faculty members. This committee, consisting of faculty members, alumni, and citizens interested in the college, consisted of the following persons:

George C. Bond, (member of College Development Fund Board)
B ertrand P. Boucher (Faculty member who received a grant the previous year)
Paul Caffrey (Montclair State College alumnus)
L. Howard Fox (Faculty member who received grant previous year)
Joseph Kutner (MSC Alumnus)
Mrs. Elizabeth Van Derveer (Faculty member)

Improved Food Service:

For a number of years the food-service of the college has been the subject of serious study by members of the administration. As is so often the case with institutional food, the quality has been good but there was a serious lack of variety from week to week. Student committees were formed to help explore the problem and many conferences were held with those who directed the food service operation with the hope that substantial improvement could be realized.

The early retirement of the head of the food service department, Mrs. Ethel Blodgett, due to ill-health precipitated a situation that needed some kind of pronounced action. A temporary substitute was located but the administration was convinced after surveying food operations in a number of colleges that the only real answer was to contract the food preparation with a reputable concern with extensive experience in colleges and universities. The problem of contending with state purchase and civil service regulations made a real creative food program almost impossible.

As the academic year neared a close negotiations were under way with the Saga Food Service Company and with the cooperation of the Commissioner of Education, his staff and the budget officials, it appeared likely that a contract would be implemented for the academic year 1960-61.

E. DeAlton Partridge, President
Montclair State College

EDP:EHP

Lessons from Germany

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[illegible]

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MONTCLAIR STATE COLLEGE

Dean of the College

Report to the President
Academic Year
1959 - 1960

Increased Enrollment

Increased enrollment, somewhat beyond the optimum capacity of facilities, and continued work on curriculum development were the principal problems of concern for the academic year 1959-1960. The unusually large freshman class required adjustment of staff and tight scheduling of facilities especially in physical education, art, music and science. Greater use of late afternoon, evening, and some Saturday hours, resisted by both faculty and students, was necessary and must be continued in order to provide for the larger enrollment. Generally, class sizes were not too large except in one or two departments where limitation of facilities, as for example in music appreciation, make necessary an occasional extra large class. Experimentation with large lecture sections could well be tried in required general education courses such as "Development of World Civilization" and "Contemporary American Life." In order to keep enrollment within the possibilities of facilities, it will be necessary to limit greatly the incoming freshman classes until new buildings are completed. This will present the major problems of the next few years. Curriculum should now be well stabilized, with course revisions and new elective offerings the major concern of departments.

Curriculum Development

The final stages in implementation of the Curriculum Commission report and the development of new majors were completed during the academic year. Chief among these problems was the completion of the physical education and health major. Course sequences were revised for almost all departments. New courses were added to provide for electives; however, this remains as a problem for future solution since there are generally not enough electives, especially in the field of humanities.

The directive of the Commissioner requiring increased emphasis on the minor with inclusion of a methods course and some experiences in student teaching in the major made necessary a complete study and revision of minor sequences for all departments.

The summary of curricular outlines for the various majors and minors is herewith included as part of this report. The complete new course descriptions for all courses and the recommended course sequences for each major and minor will be included in the 1960-1962 undergraduate catalog.

MONTCLAIR STATE COLLEGE

Dean of the College

Report to the President
academic year
1970 - 1980

Increased Enrollment

Increased enrollment, somewhat lagging the rapid growth of facilities, was achieved with no serious disturbance and very few critical problems of economy for the academic year 1971-1972. The dramatic large freshman class required additional of small and high schools of facilities especially in physical education, art, music and science. Greater use of late afternoon, evening, and some Saturday hours, resulted in good faculty and students, and instructors and staff be continued in order to provide for the larger enrollment. Generally, class sizes were not too large except in one or two departments where limitation of facilities, as for example in music appreciation, was necessary to accommodate extra large class. Improvement also large lecture rooms could well be helpful in meeting general education courses such as "Development of world Civilization" and "Contemporary American Life." In order to keep enrollment within the possible limits of facilities, it will be necessary to limit greatly the incoming freshman classes until new buildings are completed. This will present the major problems of the next five years. Curriculum should now be well established, with course revisions and new elections principles the major concern of departments.

Curriculum Development

The final phase in implementation of the curriculum committee report and the development of new majors were completed during the academic year. Chief among these problems was the completion of the upper-level education major. Course sequences were revised for almost all departments. New courses were added to provide for elections; however, this freedom as a problem for future solution since there are generally not enough electives, especially in the field of humanities.

The directive of the Commissioner requiring interested applicants to show with intention of a schools course had been overcome in student teaching in the major made necessary a complete study and revision of course sequences for all departments.

The summary of curricular options for the various majors and minors is herewith included as part of this report. The requirements are uniform for all courses and the recommended course sequences for each major and minor will be included in the 1980-1982 undergraduate catalog.

MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR, N. J.

SUMMARY OF CURRICULUMS PRESENTED FOR APPROVAL BY THE COMMISSIONER OF EDUCATION AND THE STATE BOARD OF EDUCATION

Since the institution of the Curriculum Commission and following the adoption of the Commission's Report by the State Board of Education, the various departments of the College and the Curriculum Committee of the College have been studying revisions of the old curriculum patterns, as well as preparation of totally new curriculum patterns for majors recently introduced. This study has paralled experimentation so that the process of revision has been somewhat continuous. Only within the last year has the last curriculum pattern been adopted for the physical education major that was just recently established with the absorption of the Panzer School of Physical Education and Hygiene.

Revision of the academic majors, in operation at the time the Curriculum Commission was established, did not present too formidable a task. However, for the new majors not only new curriculum patterns had to be adopted, but also complete courses and syllabi had to be developed. These totally new majors included fine arts, home economics, industrial arts, and physical education. Another major, proposed but not formally adopted, is now under process of development in the field of geography.

The presentation of these patterns for approval will follow the organizational pattern adopted in the Curriculum Commission's report.

Basic General Education

Requirements in basic general education include courses in communication, the humanities, science, mathematics, social studies, and mental-physical health and growth in accordance with the pattern adopted by the State Board of Education.

These requirements are as follows:

A. Language Communication		6 Semester Hours
1. Fundamentals of Writing	3 S.H.	
2. Fundamentals of Speech	3 S.H.	
B. Social Sciences		12 Semester Hours
1. Development of World Civilization	6 S.H.	
2. Contemporary American Life	6 S.H.	
C. Sciences and Mathematics		12 Semester Hours
1. Physical Science or Biological Science	4 S.H.	
2. Earth Sciences	2 S.H.	
3. Social Uses of Mathematics	2 S.H.	
4. Educational Statistics	2 S.H.	
5. Elective in Science or Mathematics	2 S.H.	
D. Humanities		12 Semester Hours
1. Western World Literature	3 S.H.	
2. Introduction to the Visual Arts	3 S.H.	
3. Music Appreciation	2 S.H.	
4. Foundations of Language	2 S.H.	
5. Humanities Elective	2 S.H.	

E. Physical and Mental Health		6 Semester Hours
1. Physical Education Activities	2 S.H.	
2. Mental Hygiene and Personal Adjustment	2 S.H.	
3. Healthful Living	2 S.H.	
Total		48 Semester Hours

Because of the growing accumulation of man's knowledge in many areas of investigation and the growing recognition of the inter-relatedness of various fields, a teacher not only must know his own field in depth, but also must be aware of achievements in other major fields of study. Consequently, Montclair provides a broad program of general education in addition to a concentrated one in specific subject fields.

Basic Professional Education

Knowledge of subject matter alone does not assure the best teaching. Therefore, a knowledge of methods and techniques, in terms of child and adolescent growth and development, is important to the teacher. A knowledge of school and community as the framework in which learning takes place is of equal importance. The structure of basic professional education courses is predicated on these premises.

The requirements are as follows:

A. Basic Professional Education		15 Semester Hours
1. Human Development and Behavior	6 S.H.	
2. The Teacher in School and Community	6 S.H.	
3. Development of Educational Thought	3 S.H.	
4. Elective	3 S.H.	

Specialization

Every teacher should have a thorough command of the subject matter in his special field of instruction. A teaching knowledge requires an understanding of the way in which subject matter is to be organized for teaching purposes and how it may be presented to the best advantage under varying conditions to students. The major specialization sequences have been organized on the basis of these assumptions.

Accounting Major

A. Professional Specialization		14 Semester Hours
Student Teaching	8 S.H.	
Principles & Techniques of Secondary Education	3 S.H.	
Material & Methods of Teaching General Business	3 S.H.	

(See also major specialization for methods in accounting and typewriting)

B. Major and Minor Specialization		39 Semester Hours
Accounting (Including Methods)	13 S.H.	
Typewriting (Including Methods)	5 S.H.	
Office Practice - Clerical	3 S.H.	
Business Organization and Management (Introduction to Business)	3 S.H.	
Business Law	6 S.H.	
Finance	3 S.H.	
Economic Geography	3 S.H.	
Consumer Education	3 S.H.	

It is recommended that this curriculum be approved for certification to teach (1) Accounting and Business Practice, including typewriting, and (2) Social Business Studies, in grades seven through twelve.

Secretarial Studies Major

A. Professional Specialization		14 Semester Hours
Same requirements as for Accounting Major		
B. Major and Minor Specialization		39 Semester Hours
Accounting	3 S.H.	
Typewriting (including Methods)	5 S.H.	
Bus. Org. & Mgt. (Intro. to Business)	3 S.H.	
Business Law	3 S.H.	
Stenography & Transcription (including Methods)	13 S.H.	
Office Practice - Clerical	3 S.H.	
Office Practice - Secretarial	3 S.H.	
Economic Geography	3 S.H.	
Consumer Education	3 S.H.	

It is recommended that this curriculum be approved for certification to teach (1) Secretarial Studies (including typewriting), and (2) Social Business Subjects, in grades seven through twelve.

English Major

A. Professional Specialization		14 Semester Hours
Student Teaching	8 S.H.	
Principles and Techniques of Secondary Education	3 S.H.	
Teaching of English in the Secondary School	3 S.H.	
B. Major Specialization		30 Semester Hours
World Literature	3 S.H.	
Drama	3 S.H.	
Poetry	3 S.H.	
Prose Fiction	3 S.H.	
Language Arts	2 S.H.	
Literature for Adolescents	2 S.H.	
Shakespeare	3 S.H.	
American Literature	6 S.H.	
Survey of British Literature	3 S.H.	
Grammar for Teachers	2 S.H.	
C. Courses Toward A Minor Field		9 Semester Hours
To be selected from minor offerings		

It is recommended that this curriculum be approved for certification to teach English in grades seven through twelve.

Fine Arts Major

A. Professional Specialization		15 Semester Hours
Student Teaching	8 S.H.	
Principles & Techniques of Education (Elementary & Secondary)	3 S.H.	
Foundations of Art Education	2 S.H.	
Art Curriculum of the Elementary & Secondary Schools	2 S.H.	

B. Major and Minor Requirements		38 Semester Hours
Ceramics	6 S.H.	
Design in Materials	6 S.H.	
Painting	6 S.H.	
Art in Commerce and Industry	4 S.H.	
Theatre Arts	4 S.H.	
Art and Civilization	3 S.H.	
Textile Arts	4 S.H.	
Print Making	4 S.H.	
Drawing	1 S.H.	

It is recommended that this curriculum be approved for certification to teach art in elementary and secondary schools in accordance with the regulations on page 39, Rules Concerning Teachers Certificates, Eighteenth Edition, Revised September 1, 1956.

Electives may be offered in the fine arts department for students majoring in other subjects; however, no minor program will be offered.

FOREIGN LANGUAGES

French Major

A. Professional Specialization		14 Semester Hours
Student Teaching	8 S.H.	
Principles & Techniques of Secondary Education	3 S.H.	
Teaching French in the Secondary School	3 S.H.	
B. Major Specialization		30 Semester Hours
French Civilization, Contemporary period	4 S.H.	
French Civilization, From Origins to 1610	4 S.H.	
Seventeenth Century Prose and Poetry	4 S.H.	
Corneille, Moliere Racine	4 S.H.	
French Civilization, The 18th Century	4 S.H.	
Development of the French Novel to 1870	4 S.H.	
French Grammar for Teachers	4 S.H.	
Survey of French Poetry	2 S.H.	
C. Courses Toward A Minor Field		9 Semester Hours

It is recommended that this curriculum be approved for teaching French in grades seven through twelve.

Latin Major

A. Professional Specialization		14 Semester Hours
Student Teaching	8 S.H.	
Principles & Techniques of Secondary Education	3 S.H.	
Teaching Latin in Secondary Schools	3 S.H.	
B. Major Specialization		30 Semester Hours
The Masters of Prose Literature	4 S.H.	
The Masters of Poetic Literature	4 S.H.	
Roman Letter Writing and Biography	4 S.H.	
Roman History	4 S.H.	
Roman Drama	4 S.H.	
Roman Satire	4 S.H.	
Latin Grammar for Teachers	4 S.H.	
Medieval Latin	2 S.H.	

C. Courses Toward A Minor Field — 9 Semester Hours

It is recommended that this curriculum be approved for certification to teach Latin in grades seven through twelve.

Spanish Major

A. Professional Specialization		14 Semester Hours
Student Teaching	8 S.H.	
Principles & Techniques of Secondary Education	3 S.H.	
Teaching of Spanish in Secondary Schools	3 S.H.	
B. Major Specialization		30 Semester Hours
Civilization of Spain	8 S.H.	
History and Literature of the Period of Conquest of Hispanic America	4 S.H.	
History and Literature of the Period of Independence of Hispanic America	4 S.H.	
The Prose of The Golden Age	4 S.H.	
The Drama of the Golden Age	4 S.H.	
Spanish Grammar for Teachers	4 S.H.	
Survey of Spanish Poetry	2 S.H.	

C. Courses Toward A Minor Subject — 9 Semester Hours

It is recommended that this curriculum be approved for certification to teach Spanish in grades seven through twelve.

Geography Major

A. Professional Specialization		14 Semester Hours
Student Teaching	8 S.H.	
Principles & Techniques of Secondary Education	3 S.H.	
Teaching of Geography in Secondary Schools	3 S.H.	
B. Major Specialization		29 Semester Hours
Introduction to Cultural Anthropology	3 S.H.	
Climatology	3 S.H.	
Regional Geography of Anglo-America	3 S.H.	
Physiography of North America	3 S.H.	
Soils, Natural Vegetation, & Land Utilization	3 S.H.	
Economic Geography	3 S.H.	
A Regional Course in Asia, Europe, Latin America, Africa, or theSoviet Union	3 S.H.	
Cartography	2 S.H.	
Urban Geography	3 S.H.	
Population Problems of the World	3 S.H.	

C. Courses Towards A Minor — 10 Semester Hours

It is recommended that this curriculum be approved for certification to teach geography in grades seven through twelve.

Home Economics Major

A. Professional Specialization		14 Semester Hours
Student Teaching	8 S.H.	
Principles & Techniques of Education (Elementary and Secondary)	3 S.H.	
Home Economics Education	3 S.H.	
B. Major Specialization		39 Semester Hours
Introduction to Home Economics	2 S.H.	
Clothing Selection and Construction	3 S.H.	
Introduction to Foods and Nutrition	3 S.H.	
Textiles	2 S.H.	
Elementary Bacteriology	4 S.H.	
The Child in the Family	3 S.H.	
Home Management & Household Equipment	2 S.H.	
Advanced Clothing Selection & Construction	3 S.H.	
Family Relations	3 S.H.	
Housing and Home Furnishings	3 S.H.	
Home Management House Residence	3 S.H.	
Vocational Education	2 S.H.	
Nutrition Education and Group Feeding	2 S.H.	
Meal Planning	3 S.H.	
Human Biology	1 S.H.	

It is recommended that this curriculum be approved for certification to teach home economics in elementary and secondary schools to include vocational certification according to regulations on Page 97 of "Rules Concerning Teachers Certificates."

Industrial Arts Major

A. Professional Specialization		15 Semester Hours
Student Teaching	8 S.H.	
Principles and Techniques of Education	3 S.H.	
Principles of Industrial Arts	2 S.H.	
Curriculum and Teaching of Industrial Arts	2 S.H.	
B. Major Specialization		38 Semester Hours
Introduction to Industrial Arts	2 S.H.	
Graphic Arts and Drawing	12 S.H.	
Wood and Crafts	12 S.H.	
Metals and Power	12 S.H.	

It is recommended that this curriculum be approved for certification to teach industrial arts in elementary and secondary schools, as per requirements listed on Page 49 of "Rules Concerning Teachers Certificates."

Mathematics Major

A. Professional Specialization		14 Semester Hours
Student Teaching	8 S.H.	
Teaching of Mathematics in Secondary Schools	3 S.H.	
Principles and Techniques of Secondary Education	3 S.H.	

B. Major Specialization		30 Semester Hours
Mathematical Analysis	8 S.H.	
Calculus	8 S.H.	
Higher Algebra	4 S.H.	
Modern College Geometry	4 S.H.	
Applications of Mathematics	3 S.H.	
Modern Mathematical Literature	2 S.H.	
Mathematical Statistics	1 S.H.	
C. Courses Towards a Minor Subject		9 Semester Hours

It is recommended that this curriculum be approved for certification to teach mathematics in grades seven through twelve.

Music Major

A. Professional Specialization		14 Semester Hours
Student Teaching	8 S.H.	
Principles and Techniques of Education	3 S.H.	
Methods of Teaching Music	3 S.H.	
B. Major Specialization		
1. Required of All Music Majors		31 Semester Hours
Applied Music	9 S.H.	
Ensemble	5 S.H.	
Sight Reading and Ear Training	4 S.H.	
Harmony	6 S.H.	
Form and Analysis	2 S.H.	
Epochs in Musical Development	1 S.H.	
Orchestration	2 S.H.	
String Instruments	2 S.H.	
2. Optional Vocal or Instrumental		8 Semester Hours
(a) Vocal Music		
Secondary Piano	1 S.H.	
Choral Technique	2 S.H.	
A Cappella Choir and Choral Conducting	2 S.H.	
Teaching Music in the Elementary School	3 S.H.	
(b) Instrumental Music		
Voice Class for Instrumentalists	2 S.H.	
Wood Wind Instruments	2 S.H.	
Brass Wind Instruments	2 S.H.	
Percussion Instruments	2 S.H.	

It is recommended that this curriculum be approved for certification to teach music in elementary and secondary schools.

Physical Education Major

A. Professional Specialization		20 Semester Hours
Student Teaching	8 S.H.	
Principles and Techniques of Education	3 S.H.	
Methods and Materials of Physical Education in Secondary Schools	4 S.H.	
Methods and Materials of Health Education	2 S.H.	
Activities and Methods for Elementary Grades	3 S.H.	

B. Major Specialization — 33 Semester Hours

Fundamentals of Gymnastics	2 S.H.
Folk, Square, and Social Dance	2 S.H.
Graded Group Games	1 S.H.
Individual and Dual Sports	3 S.H.
Athletic Games and Sports	2 S.H.
Kinesiology	2 S.H.
History and Principles of Physical Education	3 S.H.
Coaching and Officiating	2 S.H.
Physiology of Exercise	2 S.H.
Adopted Physical Education	2 S.H.
Camping and Outdoor Education	2 S.H.
Organization and Administration of Physical Education	2 S.H.
First Aid	2 S.H.
Mammalian Anatomy	3 S.H.
Physiology	3 S.H.

It is recommended that this curriculum be approved for certification to teach physical education in elementary and secondary schools with endorsement to teach health education as a minor subject.

Note: Substitutions of courses for women pursuing this major will be made as follows: Two semester hours of Modern Dance for one semester hour of Athletic Games and Sports, and one semester hour of Coaching and Officiating.

Social Studies Major

A. Professional Specialization — 14 Semester Hours

Student Teaching	8 S.H.
Principles and Techniques of Secondary Education	3 S.H.
Teaching of Social Studies in the Secondary Schools	3 S.H.

B. Major Specialization — 30 Semester Hours

Development of Modern Europe	7 S.H.
Development of the United States	6 S.H.
Economics	3 S.H.
Field Studies in Urban Life	3 S.H.
American Government	6 S.H.
Area Study	3 S.H.
Seminar in Social Studies	2 S.H.

C. Courses Towards a Minor Subject — 9 Semester Hours

It is recommended that this curriculum be approved for certification to teach social studies in grades seven through twelve.

Science Major

A. Professional Specialization — 14 Semester Hours

Student Teaching	8 S.H.
Principles and Techniques of Secondary Education	3 S.H.
Teaching of Science in Secondary School	3 S.H.

B. Major Specialization — 39 Semester Hours

General Botany	8 S.H.
General Zoology	8 S.H.
General College Chemistry	4 S.H.
Organic Chemistry	7 S.H.
General College Physics	8 S.H.
Magnetism and Electricity	4 S.H.

It is recommended that this curriculum be approved for certification to teach science, including biological and physical science, in grades seven through twelve.

Speech Major

A. Professional Specialization — 14 Semester Hours

Student Teaching	8 S.H.
Methods of Teaching Speech and Dramatics	3 S.H.
Principles and Techniques of Teaching	3 S.H.

B. Major Specialization — 30 Semester Hours

Introduction to Dramatic Production	4 S.H.
Introduction to Oral Interpretation	2 S.H.
Introduction to Phonetics	3 S.H.
Anatomy and Physiology of the Vocal and Auditory Mechanisms	3 S.H.
Introduction to Public Speaking	2 S.H.
Speech Correction: Theories and Practices	3 S.H.
Speech Pathology	2 S.H.
Practicum in Speech Correction	4 S.H.
Play Direction	2 S.H.
Directing the Assembly Program	2 S.H.
Measurement of Hearing	3 S.H.

C. Minor Concentration

1. Speech and Dramatics — 9 Semester Hours

Stagecraft	2 S.H.
Creative Dramatics	2 S.H.
Group Discussion and Leadership	3 S.H.
Choral Speaking	2 S.H.

It is recommended that this curriculum, with option 1 be approved for certification to teach speech and dramatics in grades seven through twelve.

2. Teaching of the Speech Defective — 9 Semester Hours

Elementary School Curriculum	2 S.H.
Elementary School Language Arts	2 S.H.
Speech Diagnosis or Advanced Speech Pathology	3 S.H.
Auditory Rehabilitation	2 S.H.

It is recommended that this curriculum, with option 2, be approved for certification to teach speech and dramatics in grades seven through twelve with endorsement to teach speech defective children in elementary, secondary, and vocational schools, provided that the course, Psychology and Education of the Handicapped, is included in the professional education electives offered for certification.

MINOR SPECIALIZATIONS

In the outline of curriculum patterns noted above, provision is made for 12 semester hours of free electives in all majors. Also, in some major curriculum patterns, provision is made for 9 semester hours in the specialization requirements towards a minor. These 9 hours may be combined with all or part of the 12 free electives to complete a minor sequence. Recommendations for minor sequences in the various departments follow.

Business Education - Accounting Minor

Accounting	9 S.H.	
Accounting Methods	4 S.H.	
Business Law	3 S.H.	
Business Finance	3 S.H.	
Materials and Methods of Teaching General Business	3 S.H.	
Total		22 Semester Hours

It is recommended that this minor be approved for certification to teach accounting and business practices in grades seven through twelve.

Business Education - Secretarial Studies Minor

Typewriting (Including Methods)	5 S.H.	
Stenography	7 S.H.	
Stenography and Transcription (Including Methods)	6 S.H.	
Office Practice	3 S.H.	
Total		21 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach secretarial studies, including typewriting, in grades seven through twelve.

Business Education - Social Business Minor

Business Organization and Management (Junior Business)	3 S.H.	
Business Finance	3 S.H.	
Business Law	6 S.H.	
Consumer Education	3 S.H.	
Economic Geography	3 S.H.	
Materials and Methods of Teaching General Business	3 S.H.	
Total		21 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach social business subjects in grades seven through twelve.

English Minor

Western World Literature	3 S.H.	
American Literature	6 S.H.	
Poetry from Chancer to Frost	3 S.H.	
British and American Fiction	3 S.H.	
Elective English	3 S.H.	
Methods of Teaching English in Secondary Schools	3 S.H.	
Total		21 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach English in grades seven through twelve.

French Minor

French Civilization: Contemporary	4 S.H.	
French Civilization: Origins to 1610	4 S.H.	
Seventeenth Century French; Prose & Poetry	4 S.H.	
Corneille, Moliere, Racine	4 S.H.	
French Grammar for Teachers	4 S.H.	
Teaching of Modern Foreign Languages in Secondary School	3 S.H.	
Total		23 Semester Hours
*Intermediate French	6 S.H.	

*Note: Students who begin the language in college may obtain credit for Intermediate French in lieu of one semester of French in the regular curriculum.

It is recommended that this minor curriculum be approved for certification to teach French in grades seven through twelve.

German Minor

German Civilization	8 S.H.	
The German Classics	4 S.H.	
The Nineteenth Century	4 S.H.	
German Grammar for Teachers	4 S.H.	
Teaching of Modern Foreign Languages in Secondary School	3 S.H.	
Total		23 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach German in grades seven through twelve.

Latin Minor

The Masters of Prose Literature	4 S.H.	
The Masters of Poetic Literature	4 S.H.	
Roman Letter Writing and Biography	4 S.H.	
Roman History	4 S.H.	
Latin Grammar for Teachers	4 S.H.	
Methods of Teaching Latin in Secondary Schools	3 S.H.	
Total		23 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach Latin in grades seven through twelve.

Spanish Minor

Civilization of Spain	8 S.H.	
History and Literature of Hispanic America	8 S.H.	
Spanish Grammar for Teachers	4 S.H.	
Teaching of Modern Languages in Secondary Schools	3 S.H.	
Total		23 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach Spanish in grades seven through twelve.

Mathematics Minor

Mathematical Analysis	8 S.H.	
Calculus	8 S.H.	
Solid Geometry (If not taken in high school) or		
Elective Mathematics	2 S.H.	
Teaching of Mathematics in Secondary Schools	3 S.H.	
Total		21 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach mathematics in grades seven through twelve.

Biological Science Minor

General Botany	8 S.H.	
General Zoology	8 S.H.	
Science Elective - Biology	2 S.H.	
Teaching of Science in Secondary Schools	3 S.H.	
Total		21 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach biological science in grades seven through twelve.

Physical Science Minor

General College Chemistry	8 S.H.	
General College Physics	8 S.H.	
Elective Physical Science	2 S.H.	
Teaching of Science in Secondary Schools	3 S.H.	
Total		21 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach physical science in grades seven through twelve.

Social Studies - History Minor

Development of World Civilization	6 S.H.	
Development of Modern Europe	7 S.H.	
The Development of the United States	6 S.H.	
Teaching of Social Studies in Secondary Schools	3 S.H.	
Total		22 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach history in grades seven through twelve.

Social Studies - Economics & Political Science Minor

Contemporary American Life (Economics, Political Science, and Sociology)	6 S.H.	
Economics	3 S.H.	
Origins and Development of the American Economy	3 S.H.	
American Government	6 S.H.	
Teaching of Social Studies in Secondary Schools	3 S.H.	
Total		21 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach political science and economics in grades seven through twelve.

Geography Minor

Climatology	3 S.H.	
Soils, Natural Vegetation, and Land Utilization	3 S.H.	
Two Regional Geography Courses of Anglo-America Europe Asia	6 S.H.	
Economic Geography	3 S.H.	
Population Problems of the World or Geography of the Soviet Union	3 S.H.	
The Teaching of Geography in Secondary Schools	3 S.H.	
Total		21 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach geography in grades seven through twelve.

Speech Minor

Speech Arts Elective	2 S.H.	
Introduction to Phonetics	3 S.H.	
Speech Correction: Theories and Practices	3 S.H.	
Introduction to Public Speaking	2 S.H.	
Practicum in Speech Correction	2 S.H.	
Introduction to Oral Interpretation	2 S.H.	
Speech Elective	4 S.H.	
Methods of Teaching Speech and Dramatics	3 S.H.	
Total		21 Semester Hours

It is recommended that this minor curriculum be approved for certification to teach speech in grades seven through twelve.

CMH:CHS
5/12/60

Undergraduate Catalog

The biennial revision of the undergraduate catalog this year presented a much more difficult problem than usual because of the great amount of revisions necessary. Departments undoubtedly gave considerable study to the revisions. The job of the physical education department was particularly heavy because of the large number of new courses needed in order to complete the major.

Considerable time was taken by all concerned with the revision so that the last of the material did not come in until early in the summer session. Consequently printing was delayed. Some of this delay was caused by waiting for decisions to be made about admission policy, major requirements, especially in physical education where the curriculum was entirely new and other policies involved in the administrative reorganization of the College. These decisions affected seriously the accuracy of the catalog so that it seemed to be important to wait for final answer. Policies with respect to admission, however, were not decided until later in the summer, too late to be included in the next catalog. It will probably be necessary to make an annual printing of this publication if it is to be used extensively as a recruiting device.

Honors Program

One of the most significant academic developments of the year was the introduction of the honors program. Two years ago the Dean recommended to the Committee on Committees that a committee on academic honors be appointed with a commission to study honors programs now in effect in other colleges and to make recommendations for inclusion of a program of some kind at Montclair. This committee made an extensive report to the faculty at its last meeting in the academic year 1958-1959. The recommendations of this committee were considered to be too comprehensive at the time for adoption and the committee report was tabled with the request that the problem be studied further and that a simpler program be recommended which would be within the scope of staff and finances. The committee was reappointed for the academic year 1959-1960 and made further study of the kind of honors program this College could support.

Their report was presented to the faculty and adopted. Plans were made to put the program into effect with the freshman class entering in September of 1960. The committee scanned the list of candidates accepted for admission. A list of names of students to be invited to participate in the honors program was drawn up and invitations were sent to this group. The committee set a date for interviews and examination of candidates who accepted the invitation. These interviews and examinations were held on April 28 and the final list of 20 with alternates was selected on May 9.

The program for 1960-1961 consists of two classes to be designated as honor sections, one each in "World Literature" and "Development of World Civilization." In addition to the regular class schedules for these two courses, which will meet only two times per week each instead of the regular three periods, a seminar meeting will be held once a week at which lectures will be presented by various faculty members on topics related to the general topic chosen, namely, "Man's Search for Truth."

Dean of the College, 4

Undergraduate Debate

The financial revolution of the undergraduates making this year provoked a much more critical attitude than usual towards the great amount of material necessary. Undergraduate enthusiasm gave considerable study to the problem. The job of the physical education department was particularly heavy because of the large number of new courses needed in order to complete the major.

Considerable time was taken up all concerned with the revision so that the last of the material did not come in until early in the summer session. Consequently printing was delayed. Some of this delay was caused by waiting for decisions to be made about intercollegiate rowing, major requirements, especially in physical education where the curriculum was entirely new and other policies involved in the administrative reorganization of the College. These decisions affected seriously the accuracy of the catalog so that it seemed to be important to wait for final revision. Problems with regard to scholarships, however, were not decided until later in the summer. The table to be included in the next catalog. It will probably be necessary for more on annual publication of this publication if it is to be used extensively by as a recruiting device.

Summer Program

One of the most significant academic developments of the year was the introduction of the summer program. Two years ago the Dean recommended to the Committee on Instruction that a committee on academic summer be appointed with a commission to study summer programs now in effect in other colleges and to make recommendations for inclusion of a program of some kind at Montclair. This committee made its extensive report to the Faculty at the last meeting in the academic year 1938-1939. The recommendations of this committee were considered to be too comprehensive at the time for adoption and the committee report was filed with the request that the problem be studied further and that a simpler program be recommended which would in addition the scope of staff and finances. The committee was reconvened for the academic year 1939-1940 and made further study of the kind of summer program this College could support.

Their report was presented to the faculty and adopted. Plans were made to put the program into effect with the Commencement class entering in September of 1940. The committee examined the list of candidates completing for admission. A list of names of students to be invited to participate in the summer program was drawn up and invitations were sent to their homes. The committee set a date for interviews and examinations of candidates who accepted the invitation. These interviews and examinations were held on April 15 and the final list of 20 with alternates was selected on May 2.

The program for 1940-1941 consists of two classes in the integrated as lower sections, one each in "World Literature" and "Principles of Food Utilization." In addition to the regular class schedules for these two courses, which will meet only two times per week each instead of the regular three periods, a seminar meeting will be held once a week at which lectures will be presented by various Faculty members on topics related to the general major course. Finally, "Sun's Season for Trout."

A list of the topics for the first semester of the 1960-1961 academic year follows:

Freshman Honors Seminar
Fall 1960
Wednesdays, 3:30-5:00, Room 1, Administration Building

Theme: Man's Search for Truth

September 21	Clyde M. Huber, Ph.D., Dean of the College The Development of Quantitative Thinking
October 5	Mathilda S. Knecht, A.M., Assistant Professor of Languages Growth and Development of the Indo-European Languages
October 12	Dorothy J. Morse, A.M., Assistant Professor of Music Music Hath Charm: Beauty in Music and in the Evolution of Song
October 26	Lillian A. Calcia, Ed.D., Chairman of the Department of Fine Arts and Professor of Fine Arts Symbol and Craft
November 2	Harold C. Bohn, Ed.D., Professor of English The Significance of Covenant
November 16	Ernest B. Fincher, Ph.D., Professor of Social Studies The Quest for a Perfect Political Theory
November 23	Program by Freshman Honors Students
November 30	David N. Alloway, A.M., Assistant Professor of Social Studies Medieval Man's Perfect Economic System that Failed
December 7 or 14	Evaluation and Planning for Spring Seminar
January 4	Hugh Allen, Jr., Ed.D., Associate Professor of Science John Kepler (1571-1630)
January 11	Earl K. Peckham, Ed.D., Professor of Education Education as an Institution - An Historical Development

It is hoped that this program will be continued and extended into the upper division of the College. It will necessarily be a modest program with not much more than ordinary demands on staff time and load. The committee is to be commended on the start already made. Further study and plans are needed for its continuance.

Evaluation and Examinations

The committee on academic standards was requested to make a special study of examination policies. The report of this committee was presented to the faculty and adopted on a trial basis. A summary of these policies is herewith noted.

A list of the topics for the first semester of the 1990-1991 academic year follows:

Freshman Forum Series
Fall 1990
Wednesdays, 7:30-9:00, Room 1, Administration Building

Theme: God's Search for Truth

September 23	Claire E. Huber, Ph.D., Dean of the College	The Intersection of Quantitative Thinking
October 3	Sabiniano G. Sinaga, S.T.D., Instituto Pontificio de Teología	Jesuits and Spirituality of the Jesuit-Ignatian Tradition
October 10	Kenneth J. Kunz, A.B., Assistant Professor of Classics	Dante: Hell Scene
October 24	William C. Lynch, Ph.D., Chairman of the Department of Fine Arts and Professor of Fine Arts	Medieval and Gothic
November 7	Harold G. Cohn, Ed.D., Professor of Certain	The Identities of Language
November 14	Howard E. Pfeifer, Ph.D., Professor of Social Studies	The Search for a Further Unlimited Future
November 21	Lecture by Freshman Honors Students	
November 30	Sylvia K. Gilliam, S.S., Assistant Professor of Social Studies	Gaddafi Man: Political Economy Behind Iran Policy
December 7 or 12	Evaluation and Sharing for Jr.-Sr. Peer Leaders	
January 4	Hugh Allen, Jr., Ed.D., Associate Professor of Science	Jobs Leader (1970-1990)
January 11	Earl C. Spaulding, Ed.D., Professor of Foundations	Education in an Institution - Its Historical Development

It is hoped that this program will be continued and extended into the upper divisions of the College. It will necessarily be a robust program with not much more than ordinary success on first time out. The question is to be discussed on the staff already made. Further plans are being made for the continuance.

Evaluation and Implications

The question on business students and promises to make a special study of orientation problems. The report of this committee has preceded the faculty and adopted on a trial basis. A summary of these matters is herewith noted.

1. At the end of each semester there shall be an examination period, free from classes, when every professor will give a final examination, or evaluation for each course he teaches.

2. The examination or evaluation shall be of a comprehensive nature covering the semester's work but the form, determined by the nature of the course's subject matter, shall be at the discretion of the individual professor.

3. A two-hour block of time shall be scheduled for each course, with the exception of courses scheduled for the first twelve weeks of the semester.

4. Each professor shall utilize the two hours and every student shall be required to remain for at least one hour if the examination is written (i.e. the examination should be of sufficient challenge and depth to require the best student an hour or more to complete), but if the form is otherwise, as may be the case in studio or laboratory courses, the length of stay of the individual student may be at the discretion of the professor.

5. The final examination or evaluation shall be weighted in accordance with other evaluative opportunities as they have been permitted by the nature of the course.

6. The institution of a comprehensive final examination shall not replace the practice, long maintained at Montclair, of continuous evaluation through periodic tests and other means of measurement of students' progress.

The faculty committee will evaluate the functioning of these regulations during the next academic year and make further report for modification.

A study of grade distributions has been continued and extended by the Registrar. The question of records and accuracy of evaluation of student achievement has been discussed at Administrative Council meetings. There is wide disparity among departments in the distribution of grades. A comparison of upper division course grades with those given in the lower division indicates that the distribution tends to be less skewed toward high grades in the latter case. The percentage of A's and B's (for subject content courses) in the upper division for the fall semester 1959 was 63.43 compared to 44.95 for the lower division. For skill and activity courses the corresponding figures for the same period are 68.21 and 65.37 respectively. There is less discrimination as between upper and lower division grading practices in the skill and activity courses than in the recognized academic content courses.

As a result of emphasis on grading practices and evaluation test and examination procedures, there has been a gradual "tightening up" over the past four years. The number of A's has declined and the number of D's and F's increased although there has been a correspondingly greater selection of high scoring students on admission. This change is shown in the following table from the Registrar's report.

Percentage Grade Distribution - Fall Semester 1956, 1957, 1958

Year	%F	%D	%C	%B	%A
1956	1	4	29	44	20
1957	2	5	33	44	17
1958	2	6	34	39	16

Note: Incomplete grades not included so that the total for each year does not show 100%.

1. At the end of each semester there should be an examination period, then, from [illegible], each group instructor will give a final examination, or evaluation for each course in turn.

2. The examination or evaluation shall be of a multidimensional nature covering the immediately work out the form, information on the history of the course's [illegible] subject, shall be at the discretion of the individual professor.

3. A two-hour block of time shall be scheduled for each course, with the exception of courses scheduled for the first twelve weeks of the semester.

4. Each professor shall utilize the [illegible] and every student shall be required to report for at least one hour if the examination is written [illegible]. The examination should be of sufficient duration and depth to provide the best account of what is expected, and if the case is [illegible], as may be the case in studio or laboratory courses, the length of stay of the individual student may be at the discretion of the professor.

5. The final examination or evaluation shall be weighed in accordance with other evaluative [illegible] as have been [illegible] by the faculty of the course.

6. The institution of a comprehensive final examination shall not replace the [illegible], but substitute it for [illegible], or continuous evaluation through [illegible] and other means of assessment of students' progress.

The faculty committee will evaluate the functioning of these regulations during the next academic year and make further reports for modification.

A study of course distribution has been continued and extended by the Registrar. The results of [illegible] and [illegible] of students [illegible] achievement [illegible] at [illegible] [illegible] with [illegible]. There is [illegible] of upper division courses with [illegible] [illegible] in the lower division [illegible] the lower area. The percentage of [illegible] and [illegible] [illegible] in the upper division for the fall semester 1970 was [illegible] [illegible] for the lower division. For [illegible] figures for the same period are [illegible] [illegible]. There is [illegible] distribution as between upper and lower division [illegible] [illegible] still not activity overcome [illegible] in the [illegible] and [illegible].

As a result of [illegible] in [illegible] [illegible] and [illegible] [illegible] the past four years. The number of [illegible] [illegible] [illegible] and [illegible] [illegible] [illegible] of high [illegible] [illegible] [illegible]. This [illegible] [illegible] [illegible] [illegible] from the Registrar's report.

Withdrawals from Graduation - Fall Semester 1969, 1970, 1971

Year	[illegible]	[illegible]	[illegible]	[illegible]
1969	1	9	[illegible]	[illegible]
1970	2	[illegible]	[illegible]	[illegible]
1971	2	5	[illegible]	[illegible]
1972	2	6	[illegible]	[illegible]

Note: Inspection proves that analysis so that the total for each year does not [illegible] 1969.

The increased attention to the evaluation process is an effective means of focusing attention on general improvement of instruction. This should be the ultimate goal and not solely an attempt to achieve a "more normal" distribution of grades.

Sophomore Outdoor Education

Gradual steps toward full implementation of the State Board requirement of one week of experience in camping and outdoor education for all students were continued during the year. Experimental groups made up of students majoring in a department and under the leadership of departmental representatives were sent to the School of Conservation Camp Wapalanne. Attempts were made to provide a definite relationship between the educational experiences provided at camp and the College curriculum.

A special committee of the faculty, which also included student membership, was appointed to study, evaluate, and make recommendations for the program. Conferences were held with the director of the School of Conservation and the State Department regarding schedule and plans for the academic year 1960-1961. A tentative schedule was drawn up to provide for all sophomores to be sent by major groups during the academic year. It was also agreed that a coordinator would be appointed to conclude arrangements and serve as liaison staff between the College and camp staff.

This program represents a large investment of student and instructional time. Sending the students by majors minimizes this loss somewhat; however, it will still be necessary to cancel many classes and students who have not followed a completely block program will miss attendance at other classes. Furthermore, the classes of staff members who accompany the groups must necessarily be cancelled, carried on by other members of the department, or substitutes engaged to cover the classes.

A more complete evaluation of gains over losses is needed before this program is considered to be an accepted part of the education of teachers who will serve particularly in academic subjects in high schools which possibly may not have a comparable program for its students.

Registration and Academic Advisement

The growth of enrollment, changes and revisions in the curriculum and the emphasis on more student responsibility in planning and selecting scheduled classes has brought about greater problems for the administration of the academic counseling. In this work the Dean of the College coordinates the work of faculty counselors who are appointed by the Dean of Students, the work of the "so called" academic counselor who is directly associated with the office of the Dean of the College, the Registrar's office, and the chairmen of departments. A summary of these duties and responsibilities as we now see them and the relationship that must be worked out in administration of the program are summarized in the following outline form.

I Responsibilities of the Office of the Dean of the College

A. Preparation of the College Schedule for Regular Undergraduates

1. To conduct an annual spring survey of students via advisory group meetings to help determine minor and elective choices of students. The results of this survey to be tabulated.

2. To furnish department chairmen each semester with estimates as to departmental loads - courses to be given, probable enrollment in courses, sectioning.
3. To secure from department chairmen each semester faculty teaching assignments for the coming semester together with recommendations for scheduling. The Dean of the College to approve all departmental assignments.
4. The academic counselor will prepare work sheets for the following departments and submit them to department chairmen for comment:
   The College High School - Schedule by classes
   Faculty schedules, as well as student schedules, for the departments of Fine Arts, Industrial Arts, Home Economics, Mathematics, Speech, and Science. Materials to be returned within one week by department chairmen to the academic counselor, together with any suggestions for revision, improvement, etc. Schedules then to become final.
5. The academic counselor will then prepare all department schedules - 14 departments in all - Business Education, English, Speech, Fine Arts, Industrial Arts, Home Economics, Geography, Education, Language, Mathematics, Music, Physical Education, Science, and Social Studies.
6. Prepare four copies of each faculty schedule card. A complete set of faculty schedules to be given to: Dean Huber, Miss Frazee, the Registrar. Individual schedules to be given to each faculty member. For the fall semester, all faculty schedules to be completed by the opening date of the Summer Session.
7. The academic counselor will prepare an index card for each regular undergraduate course giving course number, title, credit hour, teacher, room, days, time, section letter, and any pertinent information regarding student enrollment. There will also be a notation on each card as to the supply of cards to be made for that class - regular supply and reserve. Material for fall schedule to be given to the Registrar by the opening date of the Summer Session.

B. <u>Preparation for Registration</u>

1. The academic counselor will prepare schedules for all regular freshman students showing assignment to classes. This information will be reproduced on ditto charts. Copies will be given to the Admissions Office, the Registrar's Office, and department chairmen. Class admission cards for all incoming freshmen will be pulled by the Registrar's Office in accordance with the information appearing on these charts.
2. The academic counselor will prepare and have reproduced block patterns for programs for all upperclassmen showing suggested assignment to classes and division of the various class and major groups according to sections.
3. The academic counselor will, during the summer, have prepared for the College High School a supply of the high school schedule - 400 copies of the daily schedule and 40 copies of grade schedules for grades 7-12. This material will be mimeographed.
4. The summer registration mailing for fall responsibilities which goes to faculty members will be handled by the academic counselor. This mailing will include a time chart showing activities in connection with the fall opening of the College, individual faculty schedules, and a copy of the schedule showing individual responsibilities of faculty advisers at the registration. This last item to be prepared by the Registrar's Office working with the Dean of Students.

[illegible]

2. The academic department advisor who counselors also assigns students to departmental jobs - tutoring in the dorms, clerical work, [illegible] in offices, assisting.

3. The dorms from departmental assistants each activity faculty leading activities for the month in academic together with [illegible] for assembling. The dean of the College to provide all departmental requirements.

4. The student counselor will prepare such sheets for the following departments and submit them to departmental chairman for consideration for [illegible] College - Towards [illegible] Faculty [illegible], as well as student [illegible]. For the departments of Fine Arts, Industrial Arts, Home Economics, Mathematics, Science, and Science. Materials of the national [illegible] are made by departmental chairman to the academic committee, together with [illegible] suggestions for revision, improvement, etc. Committee then to [illegible] Dean.

5. The academic committee will then prepare all departmental schedules - in duplicate in all - Initial committee, English, Speech, Fine Arts, Industrial Arts, Home Economics, Science, Mathematics, Foreign Languages, Social Studies, Physical Education, Science, and Social Studies.

6. Prepare for duplicate of each faculty schedule card. A duplicate set of faculty schedules is to be given to: Dean Dorr, Miss Frame, the Registrar. Individual schedules to be given to each faculty member for the full semester. All faculty schedules to be revised at the opening date of the summer session.

7. The academic committee will prepare an [illegible] card for each regular undergraduate course giving course number, title, credit hour, hours, room, days, time, teacher [illegible], and any prerequisite information [illegible]. These will also be a schedule of each part of to the supply of rooms to be made for that class - regular supply and reserve. Material for this schedule to be given to the Registrar by the [illegible] of the summer session.

B. Preparation for Registration

1. The academic committee will prepare schedules for all regular Freshman and students requirement is already. This information will be reproduced on white cards. Copies will be given to the advisers office, the Registrar's office, and department chairman. Time is allotted cards for all incoming freshmen will be mailed by the Registrar's office in accordance with the information appearing on these cards.

2. The academic committee will prepare and have reproduced blank patterns for programs for all upperclassmen showing required [illegible] to classes and distribute of the various class [illegible] to sections.

3. The academic committee will, during the summer, have programs for the College High School [illegible] of the high school [illegible] - 100 copies of the daily schedule and 50 copies of group schedules for grades 7-12. This material will be [illegible].

4. The summer registration mailing for full responsibilities which year in family members will be handled by the [illegible] committee. This mailing will include a letter [illegible] information in [illegible] with the full opening of the College, individual faculty schedule, and a copy of the schedule showing individual responsibilities of faculty members at the registration. This last item to be prepared by the Registrar's office working with the dean of students.

This mailing to faculty will also include special notice of special proctoring assignments given to some faculty members as part of the orientation program and a copy of the CHS schedule. The academic counselor will release this mailing to faculty members late in July for the fall semester.

5. The academic counselor will take the responsibility for assembling the packages for faculty advisers to use at registration providing cooperation is forthcoming from other offices in preparing the materials to be inserted. The following items will be inserted in these packages:
   a. Individual student worksheets - Supplied by the academic counselor
   b. All printed registration cards for students - to be supplied by the Registrar's Office
   c. A publicity card to be completed by each individual student - the supply of cards to be supplied by the Public Relations Office
   d. The veteran's form to be completed by each male - the supply of this form to be supplied by the Personnel Office.
   e. Registration directions for faculty counselors - the supply to be provided by the Registrar's Office
   f. A direction sheet for faculty advisers to use at registration - the supply to be furnished by the Registrar's Office
   g. One copy of the undergraduate schedule for each faculty adviser - the supply to be furnished by the Registrar's Office
   h. One copy of the minor booklet for each faculty adviser - the supply to be furnished by the academic counselor
   i. Copies of the appropriate departmental block patterns - the supply to be furnished by the academic counselor.

II The following registration responsibilities should not fall upon the office of the Dean of the College. The academic counselor should not become involved physically in the production of the following items or the following duties:

A. Preparation of the registration chart for students giving time schedule for registration by class and by major, student's name, adviser's name, etc. The preparation and production of this item should be handled by the Registrar and the Dean of Students.

B. The physical reproduction of the regular undergraduate College schedule whether by mimeographing (including stencil cutting), photo-offset, printing, etc. For the fall of 1960, approximately 2,000 copies of the schedule were needed. It became a 50-page booklet. During the summers of 1958, 1959, and 1960, the stencils for this booklet were cut by the Registrar's Office, the stencils were run by the mimeograph department, and collated by the academic counselor with student help. The Registrar's Office attempted to decline responsibility for having the stencils cut, a responsibility always handled by that office in the past.
The collating process of assembling the schedule cannot be handled in the future by the academic counselor. She does not have sufficient help for such a duty. Since all upperclassmen need a copy of the schedule in order to prepare their individual schedules, the academic counselor recommends that a supply of the undergraduate schedule be printed in the future for both fall and spring registrations. Securing the supply of the schedule should be the responsibility of the Registrar's Office.

that waiting to faculty will also involve social meals of special interesting assignments given by some faculty members as part of the orientation program and a day or two of the schools. The academic committee will release this period to faculty members from its duties for full cooperation.

5. The academic committee will take the responsibility for expediting the program for faculty advisers to use as registration approaches. Orientation is functioning even today advising in preparing the material to be imported. The following items will be included in these packets:

a. Individual student curriculum - supplied by the academic committee
b. All pertinent registration cards for students - to be supplied by the registrar's office
c. A personal card to be completed by each individual student - the supply of cards is to be supplied by the faculty adviser
d. The students's file to be maintained by each adviser - this file is to be supplied by the personnel office
e. Registration directions for faculty members - the supply to be provided by the registrar's office
f. A directory sheet for faculty advisers to use in registration - the supply is to be furnished by the registrar's office
g. One copy of the catalogue supplied for each faculty adviser - the supply to be furnished by the registrar's office
h. One copy of the minor booklet for each faculty adviser - the supply to be furnished by the academic committee
i. Copies of the appropriate departmental minor patterns - the supply to be furnished by the academic committee

II. The following registration responsibilities should be full when the school of the dean of the college. The academic committee should be between the related departments in the preparation of the following lists or the following duties:

a. Preparation of the registration cards for students giving the schedule for registration by class and by major, student's name, etc. The preparation and preparation of this list should be handled by the registrar and the dean of students.

b. The physical reproduction of the regular commencement college bulletin should be done by educational (including summer school), undergraduate, graduate, etc. For the fall of 1949, approximately 3,000 copies of the bulletin were needed. It takes a 32-page pamphlet. During the summer of 1950, 1951, and 1952, the printing of the first bulletin was put by the registrar's office, the bulletin was run by the educational department, and collated by the academic committee with student help. The registrar's office attached to mailing requisition for mailing the bulletin. A responsibility should be assumed by that office in the year.

The initiative process of assembling the schedule should be located in the future by the academic committee. The dean and have initiative only for such a duty. Since all departmentalized must a copy of the schedule in order to process their individual schedules, the academic committee recommends that a copy of the schedule should be printed in the future for both fall and spring registrations. Therefore the work of the schedule should be the responsibility of the registrar's office.

C. The registration mailing to all students was handled by the academic counselor in the summers of 1958, 1959, and 1960. Prior to that time there was no mailing because schedules were pulled in advance for students; they did not have the opportunity to make them themselves. It was done by the academic counselor in 1958 in order to get the new procedure started. At that time the College was without a Registrar. During the summer of 1960 the academic counselor found this task to be too heavy for the time allowed and with her limited number of work scholarship helpers. The schedule has been expanded from a 30-page document for the fall of 1959 to a 50-page document for the fall of 1960, thus greatly increasing the collating process. Also several additional items were added to the mailing including the following: Parking directions prepared by the Dean of Students, a camping letter to sophomores prepared by the Dean of the College, a communication to science majors prepared by the chairman of the Science Department, a communication to prospective sophomore business education minors prepared by the chairman of the Business Education Department. Steps in expediting this mailing include the following: pasting name labels on each envelope for all upperclassmen, packing the envelopes with block patterns prepared by the academic counselor, packing the envelope with registration directions prepared by the Registrar's Office, packing the envelopes with the registration form prepared by the Registrar's Office, packing the sophomore envelopes with the appropriate minor pattern requirements for those indicating an interest in a minor, packing the sophomore envelopes with the camping letter prepared by the Dean of the College, packing the envelopes of sophomore business minors with the letter prepared by the chairman of the Business Education Department, packing the envelopes of all science majors with the letter from the chairman of the Science Department, packing all envelopes with a copy of the schedule, and packing all envelopes with the parking instructions prepared by the Dean of Students.

The preparation of this mailing also involved sorting all student envelopes into their appropriate class and major groups so as to permit the insertion of appropriate block patterns and advisory materials.

With the limited amount of help available and within the limited time period, it is not possible for the academic counselor again to carry through this responsibility. Since it is concerned primarily with preparing students for registration, it would seem that logically this should be a responsibility of the Registrar's office.

D. A room chart is made each semester by the Registrar's office.

E. The assignment of faculty checkers to assist at registration should be a responsibility of the Registrar's office.

F. Freshman class admission cards should be pulled each semester in advance of registration by the Registrar's office in accordance with the charts furnished to the Registrar's office by the academic counselor.

G. All the master IBM cards for undergraduate courses should be prepared by the Registrar's office and the supply of cards assembled for use at the registration.

5. The registration mailing to all students was handled by the students
assigned in the summer of 1970, 1969, and 1968. Prior to that time
there was no mailing because schedules were printed in advance for
students, they did not have to individually be sent these schedules.
It was done by the academic counselor in 1969 in order to get the new
procedure started. It had been the College's use without a hitch.
During the summer of 1969 the academic counselor found this task to be
too heavy for the time allowed and with her limited number of work
scholarship helpers. The schedule has been assembled from a 30-page
document for the fall of 1969 to a 3-page document for the fall of
1970, thus greatly improving the mailing process. Also several
additional items were added to the mailing including the following:
Parking directives prepared by the Dean of Students, a cheerful little
welcome prepared by the Dean of the College, a commendation by
Advance orders prepared by the Bursar of the Business Department, a
communication to prospective commuter undergraduate education students pre-
pared by the chairman of the Business Education Department. Since it
appeared that mailing include the following: printed item inside on
each envelope for all upperclassmen, including the envelopes with black
letters prepared by the academic counselor, packing the envelopes with
registration directions prepared by the Registrar's office, packing
the envelopes with the registration form prepared by the Registrar's
office, packing the upperclassmen envelopes with the appropriate color
pattern requirements for those individuals on internet in a color, pack-
ing the upperclassmen envelopes with the mailing letter prepared by the
Dean of the College, packing the envelopes of upperclassmen beginning classes
with the letter prepared by the chairman of the Business Education De-
partment, packing the envelopes of all students major also the letter
from the chairman of the Science Department, packing all envelopes with
a copy of his schedule, and packing all envelopes with the mailing in-
structions prepared by the Dean of Students.

The preparation of this mailing also involved packing all student en-
velopes into their appropriate class and major groups so as to permit
the insertion of appropriate class material was advisory materials.

With the limited amount of help available and within the limited time
period, it is not possible for the academic counselor again to carry
through this responsibility. Since it is concerned primarily with
preparing schedule for registration, it would seem that logically this
should be a responsibility of the Registrar's office.

2. A room chart is made each semester by the Registrar's office.

3. The assignment of faculty members to monitor at registration should be
a responsibility of the Registrar's office.

4. Previous class schedule cards should be mailed each semester to al-
ways of registration by the Registrar's office in conjunction with the
course functional in the Registrar's office by the academic counselor.

5. All the master list needed for computerized courses should be prepared
by the Registrar's office and the supply of cards necessary for use at
the registration.

On the organization chart the Registrar is shown as responsible directly to the Dean of Students. It is more realistic in terms of actual procedures and practices for this responsibility to be more closely associated with the Dean of the College. However, as the chart of organization is set up these relationships will necessarily be of a cooperative nature as they apply to academic counseling, programming and registration. This cooperative approach is on a satisfactory basis at present. Some features as noted in Part II of the preceding analysis need clarification and acceptance by the administrative officers concerned.

Faculty Handbook

The committee on the preparation of the faculty handbook has been studying this work for the previous academic year and during the summer of 1959 under the leadership of the Dean of the College it was completed. Copies of this booklet were first distributed to all faculty members in September of 1959. It is recommended that faculty members keep this volume up to date by inserting policy directives and other material of this nature from time to time as it is distributed.

The handbook should serve as a useful device to assist in orienting new faculty members.

Foreign Student Advisement

A limited program for foreign students has been continued under the general advisement of the Dean. One student under a special grant from the International Cooperation Administration has been added to the group. The continuation of the program by the Graz Overseas Neighbors is provided for through the local organization.

The foreign students continue to be in great demand for speaking engagements at Parent-Teacher Associations, service clubs and other organizations.

The committee on Foreign Student Exchange has been brought into the work as much as possible and it is hoped that the committee might take a greater responsibility for the orientation and social program of the foreign students in the next year.

Visiting High School Groups

The responsibility for the organization of programs for visitation by high school students has continued to be a responsibility of this office under the direction of Miss Frazee. The continued growth in the number of visits and the total number of students included in the visitation programs represents the increased enrollment in high schools, as well as the increasing interest in college admission. The detailed work of providing for these visits has been handled mainly by the Student Education Association at Montclair, the Dean as nominal adviser and Miss Frazee, co-adviser. This program is more closely related to the Office of Admissions, rather than the responsibility of the Dean of the College. In the addition of staff to the Admissions Office, some consideration should be given to the appointment of a person who could well organize and direct this work.

A summary of the high school visitation program is herewith shown.

On the organization chart the Registrar is shown as responsible directly to the Dean of Students. It is more realistic in terms of actual procedures and practices for this responsibility to be more closely associated with the Dean of the College. However, at the time of organization of these responsibilities will necessarily be of a temporary nature as they apply to academic counseling, programming and registration. This organization is not a satisfactory one, as it presents. Some features as noted in Part II of the preceding analysis have distributed the coordinated by the administrative officers concerned.

Faculty Housing

The question as to the organization of the faculty housing has been studied this year for the previous academic year and during the month of 1970 under the jurisdiction of the Dean of the College. It is completed. Copies of this booklet were first distributed to all faculty members in September of 1970. It is recommended that faculty members keep this so as to assist in directing policy discussions and other material of this nature from time to time as it is distributed.

The handbook should serve as a useful device in orienting new faculty members.

Foreign Student Activities

A limited program for foreign students has been continued under the general activities of the Dean. The student body a special group from the International Cooperation Administration has been added in the group. The continuation of its program by the local institutions facilities is provided for through the local organization.

The foreign students continue to be in great demand for speaking engagements at church-leader associations, service clubs and other organizations.

The behavior of foreign student members has been strongly into the work as well as possible and it is hoped that the committee which has greater responsibility for the orientation and counsel program of the students in the past year.

Visiting High School Groups

The responsibility for the organization of programs for visitation by high school students has continued to be a responsibility of this office under the direction of Dean Frame. The continued growth in the number of visits and the total number of students included in the visitation programs represents the increased enrollment in high schools, as well as the increasing interest in college education. The meeting with of arrangements for these visits has been handled mainly by the student committee consisting of students, the Dean as medical advisor and Dean Frame. Recently, this program is more closely related to the office of admissions, rather than the responsibility of the Dean of the College. In the addition of staff to the admissions office, some consideration should be given to the development of a program who would organize and direct this work.

A summary of the high school visitation program is presented above.

Student Education Association at Montclair

Report - 1959-1960

I High School Visitation Days - Organized Visits

The Student Education Association at Montclair organized and conducted the following visitation days:

		No. of Students
October 28	West Side High School	10
November 19	Bogota High	30
December 3	Ridgefield Park	30
December 4	Benjamin Franklin Jr. High, West Englewood	15
December 11	South River High School, Old Bridge	36
January 7	Irvington High School	40
February 17	Cliffside Park High School	32
February 19	Brick Township High School, Laurelton	33
March 10	Teaneck High School	40
March 14	Morris Hills Regional High School	30
March 18	Parsippany High School	20
March 23	Jonathan Dayton Regional High School	42
April 6	Pequannock Township High School	42
April 8	Columbia High School, South Orange-Maplewood	40
April 13	Hackensack High School	36
April 20	Deptford High School, Almonesson	30
April 22	Lakeland Regional High School, Wanaque	9
May 5	Jamesburg High School	25
May 9	Hammonton High School	30
May 18	Penns Grove Regional High School	40
May 23	Audubon and Haddon Heights High School	40
May 24	Delaware Valley Regional High School	40
May 25	Woodrow Wilson Junior High School, Clifton	35

CHS
6/27/60

Student Elections scheduled at Berkshire:

March - December

I. High School Leadership Week - Concerned Girls

The Student Committee Association at Berkshire organized and conducted the following elections:

Date	Hour	Place	No. of Students
October 20	Mark Hope High School		30
November 13	Hoosic High		30
December 7	Bishopsland High		30
December 4	Stephens Township HS, High, Jane Pellicone		15
December 11	Mount Pleasant Central, Mt Pleasant		30
January 7	Pennsylvania High School		40
February 17	Elizabeth Park High School		30
February 25	Grace Township High School, Lawrence		15
March 11	Tamaqua High School		40
March 14	Muncie Central High School		30
March 21	Parkersburg High School		30
March 25	Mahoning Valley Regional High School		40
April 8	Northeastern Township High School		40
April 4	Columbia High School, Bucks County/Pennsylvania		40
April 10	Westmoreland High School		30
April 22	Hopewell High School, Aliquippa		30
April 23	Lakeview Regional High School, Oregon		7
May 3	Jamestown High School		25
May 9	Kennedyville High School		30
May 14	Penns Grove Regional High School		40
May 17	Lackawanna and Blairsville Township High School		40
May 24	Hickman Fulton Regional High School		40
May 29	Woodrow Wilson Junior High School, Jersey		25

Special Activities

In addition to routine duties and attendance at committee meetings, organization functions and other activities at the College, the Dean has represented the College at the following special functions for the year.

1959

September	9-10	Leadership Conference - School of Conservation
September	24	Pequannock Lions Club - Speaker
October	8-9	American Council on Education Meeting - Washington, D. C.
October	13	Verona Lions Club - Speaker
October	15	Verona Rotary Club - Speaker
October	16	New Jersey Council of Education - Attendance
October	21	Woman's Club, Upper Montclair - Speaker
October	24	American Friends of Vietnam, New York City - Attendance with foreign student
October	28	Conference and observation of program - Camp Wapalanne
October	29	Bellevue Lions Club - Speaker
November	1-4	Lock Haven State Teachers College - Chairman NCATE and member of Middle States Association team for evaluation
November	12-13	N.J.E.A. Convention - Atlantic City, N. J.
November	27-28	Middle States Association Convention - Atlantic City
December	7	State Department Meeting - Trenton

1960

January	8	Conference of chairmen of evaluation teams, NCATE, - Washington, D. C.
February	14-17	Wilkes College, Wilkes-Barre, Pennsylvania - Chairman of NCATE and member of Middle States Association evaluation team
March	11	New Jersey Council of Education - Attendance
March	24	Interstate Conference on Teacher Education - Yeshiva University, New York City
March	26	New Jersey Association of Colleges and Universities, Newark College of Engineering
May	2	State Department of Education Meeting - Trenton, N. J.

General Information

In addition to profile data on alumnae in graduate degree programs, information concerning the other activities of the College, the Dean has requested the College to fill bulletin boards with items for the year.

1959

September	9-10	Freshmen Orientation - Dean of Freshmen
September	11	Freshmen Lunch - Dean
October	2-3	Faculty Council on Student Life - Bulletins, E. C.
October	13	Parent Tea Date - Dean
October	15	Parent Tea - Events
October	16	New Dorm Dedicated - Dedication - Dedication
October	23	Dean's Tea, Junior Sorority - Events
October	24	Sorority Pledge of Tomorrow, Sec Lane Orig - Dedication Art Center Events
October	31	Freshmen Art Exhibition at Library - Dean Invitations
October	27	Bulletin Board Date - Dean
November	3-4	Lake Erie Conference Meeting - Campus Visit and Review of Senior Social Activities and Its Evaluation
November	12-13	Faculty Conference - Bulletin Date, E. C.
November	17-18	Ohio State Conference Delegation - Dean
November	7	Ohio Conference Meeting - Events
1960		
January	8	Conference of Deans of Private Ohio Colleges, Dean, Washington, D. C.
February	14-17	Ohio College Dance Conference, Cleveland - Dean of Girls and Dean of Women Ohio Wesleyan University Dean
March	11	Dean Dorm Council of Students - Dean
March	24	Freshmen Conference on Dating Relation - Dean Faculty, Dr. Ann Cox
April	1	Dean Dorm Committee of Students on Campus, Social Events Dean or Housing
May	2	Dean Delegate of Honorary Society - Events, E. C.

May	19	Superintendents' Conference - Trenton, N. J.
May	27	Planning Committee, Sophomore Camp Experience - Trenton
June	22	State Board of Education, Trenton, N. J. - Representing the President on the Budget

Respectfully submitted,

C. M. Huber
Dean of the College

CMH:CHS
Dec. 28, 1960 - as of
September 1, 1960

NEW JERSEY STATE COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President
Academic Year
1959---1960

NEW JERSEY STATE COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President

Academic Year

1959 - 1960

UNDERGRADUATES

Trends and Developments

The total gross enrollment of the undergraduate division for the academic year 1959-60 represented all counties of the State and two out-of-state.

Registrar's Office
Table I

ANALYSIS OF ENROLLMENT

YEAR, 1959-60

Undergraduate Division Gross Enrollment by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	7	10	17	
Bergen	177	238	415	18.12
Burlington	3	3	6	
Camden	2	13	15	
Cape May	1	4	5	
Cumberland	4	13	17	
Essex	304	351	655	30.32
Gloucester	-	5	5	
Hudson	95	99	194	8.08
Hunterdon	2	13	15	
Mercer	2	10	12	
Middlesex	26	29	55	
Monmouth	20	44	64	
Morris	35	66	101	4.67
Ocean	8	10	18	
Passaic	125	225	350	16.20
Salem	1	1	2	
Somerset	7	14	21	
Sussex	13	13	26	
Union	62	90	152	7.03
Warren	4	9	13	
Out-of-State	2	-	2	
Total	900	1,260	2,160	

NEW MEXICO STATE COLLEGE AT MESCALERO

Office of the Bookstore

Report to the President

Academic Year

1959 - 1960

INTRODUCTORY

Trends and Developments

The total gross enrollment of the reservation students attending for the academic year 1959-60 represented all counties of the state and two out-of-states.

Bookstore's Office
Table I

ANALYSIS OF ENROLLMENT

YEAR, 1959-60

Undergraduate Division Gross Enrollment by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Alfalfa	7	10	17	
Bergen	127	238	415	14.12
Berrilando	3	3	6	
Chaldon	2	13	15	
Cope Bay	2	4	6	
Cedar Land	4	13	17	
Dawes	203	285	488	16.12
Glouceter	-	5	5	
Harden	92	99	191	6.04
Hunterglen	3	12	15	
Jerome	2	10	12	
Mallinger	26	54	80	
Monroeton	20	34	54	
Morris	35	32	67	
Ocean	11	10	21	4.67
Pueblo	182	205	387	14.80
Salem	1	1	2	
Sherwood	7	14	21	
Tucker	14	13	27	
Union	42	58	100	7.03
Warren	4	9	13	
Out-of-State	2	-	2	
Total	900	1,540	2,340	

DISTRIBUTION BY COUNTIES, FALL 1959 REPRESENTED ALL COUNTIES AND

FOUR OUT-OF-STATE

Registrar's Office
Table II

ANALYSIS OF ENROLLMENT

FALL, 1959

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	6	10	16	
Bergen	176	238	414	19.33
Burlington	3	4	7	
Camden	2	13	15	
Cape May	1	4	5	
Cumberland	4	13	17	
Essex	299	352	651	30.40
Gloucester	-	5	5	
Hudson	94	97	191	8.92
Hunterdon	2	13	15	
Mercer	2	10	12	
Middlesex	25	29	54	
Monmouth	20	43	63	
Morris	34	65	99	
Ocean	9	11	20	
Passaic	124	218	342	15.97
Salem	1	1	2	
Somerset	7	14	21	
Sussex	14	12	26	
Union	62	87	149	6.95
Warren	4	9	13	
Out-of-State	3	1	4	
Total	892	1,249	2,141	

DISTRIBUTION BY COUNTIES, SPRING 1960, REPRESENTED ALL COUNTIES AND TWO OUT-OF-STATE

Registrar's Office
Table III

ANALYSIS OF ENROLLMENT

Spring, 1960

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	5	8	13	
Bergen	166	227	393	18.10
Burlington	3	3	6	
Camden	2	13	15	
Cape May	1	4	5	
Cumberland	4	13	17	
Essex	293	342	635	30.61
Gloucester	-	5	5	
Hudson	89	95	184	8.80
Hunterdon	2	12	14	
Mercer	2	10	12	
Middlesex	25	28	53	
Monmouth	18	43	61	
Morris	34	61	95	
Ocean	8	9	17	
Passaic	119	218	337	16.29
Salem	-	1	1	
Somerset	7	14	21	
Sussex	12	13	25	
Union	59	86	145	6.11
Warren	4	8	12	
Out-of-State	2	-	2	
Total	855	1,213	2,068	

DISTRIBUTION BY COUNTIES, PRIOR LEVEL, INTERMEDIATE AND SECTION 185
FOR 1960-61 SESSION

Registrar's Office
PAGE III

BREAKDOWN OF TRADITIONALLY

Session 1960

Undergraduate Course by Location

County	Ent	Prior	Total	Percentage of Total Enrolment
Antrim	2	6	13	
Armagh	362	407	769	14.11
Birmingham	3	3	6	
Cavan	2	13	15	
Cork Mid	1	1	2	
Donegal	4	13	17	
Dublin	723	362	885	40.61
Fermanagh	-	2	2	
Galway	6	96	102	1.87
Kerry	2	32	34	
Kildare	2	10	12	
Kilkenny	5	8	13	
Laois	7	13	20	
Leitrim	34	61	95	
Limerick	8	2	10	
Longford	120	249	369	14.69
Louth	-	1	1	
Mayo	7	34	41	
Meath	12	73	85	
Monaghan	49	88	137	6.32
Offaly	4	9	13	
Roscommon	2	-	2	
Total	850	1,913	2,763	

The distribution of enrollments by departments for the gross enrollment, for the Fall, 1959, and for the Spring, 1960 are shown in Tables IV, V, and VI, which follow:

Registrar's Office
Table IV

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Gross Enrollment 1959-60
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year in College: First		Second		Third		Fourth		Men		Women		Total
	* Vet.	N.V.	* Vet.	N.V.	*Vet.	N.V.	*Vet.	N.V.	* Vet.	N.V.	Vet.	N.V.	
Business Education		68		67		63		44		85		157	242
English		68		75		59		65		54		213	267
Speech		22		24		8		10		12		52	64
Fine Arts		47		48		22		24		32		109	141
Home Economics		43		25		21		19		-		108	108
Industrial Arts		49		37		28	1	20	1	134		-	135
French		19		14		10		6		8		41	49
Latin		11		4	1	3		4	1	4		18	23
Spanish		31		24		9		9		13		60	73
Mathematics		83		48		33		28		70		122	192
Music		30		20		20		23		60		33	93
Physical Education		67		60		68	1	64	1	150		109	260
Science		61		41		31	1	24	1	91		65	158
Social Studies		104		100		78		69		182		169	351
Undecided		2		1		1		-		1		3	4
Totals		705		588	1	454	3	409	4	896		1260	2160

* These men are disabled veterans under Public Law #894.

Registrar's Office
Table V

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Fall, 1959
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year in College: First * Vet.	First N.V.	Second * Vet.	Second N.V.	Third * Vet.	Third N.V.	Fourth *Vet.	Fourth N.V.	Men *Vet.	Men N.V.	Women Vet.	Women N.V.	Total
Business Education		71		65		66		41		86		157	243
English		66		76		60		62		52		212	264
Speech		21		21		7		10		11		48	59
Fine Arts		46		46		24		22		31		107	138
Home Economics		42		25		21		18		-		106	106
Industrial Arts		52		36		29	1	19	1	136		-	137
French		19		13		10		5		8		39	47
Latin=		11		4	1	2		4	1	4		17	22
Spanish		31		24		9		9		12		61	73
Mathematics		82		45		34		27		66		122	188
Music		33		19		19		23		60		34	94
Physical Education		67		65		70	1	53	1	147		108	256
Science		65		41	1	32		22	1	93		67	161
Social Studies		96		102		79		66		178		165	343
Undecided		8		1		1		-		4		6	10
Totals		710		583	2	463	2	381	4	888		1249	2141

* These men are disabled veterans under Public Law #894.

Registrar's Office
Table VI

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Spring, 1960
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year In College: First		Second		Third		Fourth		Men		Women		Total
	* Vet.	N.V.	* Vet.	N.V.	* Vet.	N.V.	*Vet.	N.V.	*Vet.	N.V.	Vet.	N.V.	
Business Education		63		65		60		42		80		150	230
English		68		74		57		62		52		209	261
Speech		20		23		8		10		11		50	61
Fine Arts		45		47		20		23		30		105	135
Home Economics		41		24		19		18		-		102	102
Industrial Arts		41		37		27	1	19	1	124		-	125
French		18		13		10		6		6		41	47
Latin		11		4	1	3		4	1	4		18	23
Spanish		30		24		8		9		13		58	71
Mathematics		79		48		31		27		69		116	185
Music		28		19		19		21		56		31	87
Physical Education		63		58		67	1	60	1	144		104	249
Science		57		40		30	1	23	1	87		63	151
Social Studies		98		95		78		67		174		164	338
Undecided		2		-		1		-		1		2	3
Totals		664		571	1	438	3	391	4	851		1213	2068

* These men are disabled veterans under Public Law #894

[illegible]

ADVANCED STANDING

Advanced standing students admitted during 1959-60 totaled 52.

The distribution by class was:

Freshmen	5
Sophomores	29
Juniors	13
Seniors	5
Total	52

The distribution by department was:

Business Education	3
English	5
Speech	6
Fine Arts	8
Home Economics	1
Industrial Arts	2
French	3
Latin	1
Spanish	4
Mathematics	8
Music	3
Physical Education	4
Science	2
Social Studies	2
Total	52

ADVANCED STANDING

Advanced standing students admitted during 1970-71 totaled 5.

The distribution by class was:

Freshman	1
Sophomore	2
Junior	2
Senior	
Total	5

The distribution by department was:

Business Education	1
Art	1
Speech	1
Fine Arts	1
Home Economics	1
Industrial Arts	1
Physics	1
Math	1
Sociology	1
Biology	1
Chemistry	1
Physical Education	1
Science	1
Total	25

ENROLLMENT

Registrar's Office
Table VII

STATUS OF STUDENT REGISTRATION
End of Fall and Spring Semester, 1959-60

	Fall, 1959			Spring, 1960			Grand
	Men	Women	Total	Men	Women	Total	Total
Total Semester Registration	892	1249	2141	855	1213	2068**	4209
Number of Withdrawals	38	43	81	31	70	101	182
Number of Dismissals	-	-	-	35	35	70	70
Number Suspended	-	-	-	-	-	-	-
Number Dropped	-	-	-	-	-	-	-
Number of Graduates	8	3	11 *	157	178	335	346
Number Enrolled at end of Semester	846	1203	2049	632	930	1562	3611

* Eleven seniors completed requirements at the end of the Fall Semester. Degrees were conferred June, 1960.

** These figures include 19 advanced standing students admitted or readmitted in the Spring Semester - 9 men and 10 women.

Reasons for Withdrawals:	M	F	Total	M	F	Total	Grand Total
Transfer	4	9	13	9	15	24	37
Financial	6	8	14	6	13	19	33
Not interested in Teaching	9	5	14	1	8	9	23
Illness-Health	2	3	5	2	4	6	11
Personal	3	7	10	3	9	12	22
Entering Service	4	0	4	1	0	1	5
No Reason	1	2	3	0	1	1	4
Marriage	0	3	3	-	8	8	11
Employment	7	2	9	6	5	11	20
Family Reasons	0	3	3	-	1	1	4
Moving	1	0	1	1	2	3	4
Entering Convent	-	-	-	0	1	1	1
Travel Abroad	0	0	0	0	3	3	3
Deceased	0	0	0	1	0	1	1
Entering Another Field	1	0	1	1	0	1	2
Transferred Part-Time & Ext.	0	1	1	0	0	0	1
Totals	38	43	81	31	70	101	182
Reasons for Dismissal:							
Low Scholarship	0	0	0	35	35	70	70
Suspended	0	0	0	0	0	0	0
Dropped	0	0	0	0	0	0	0
Totals	0	0	0	35	35	70	70

APPENDIXES

Registrar's Office
Table VII

STATUS OF STUDENT APPLICATIONS
End of 1963 and Spring Semesters, 1964-65

	Fall, 1964				Spring, 1965		Grand
	Men	Women	Total	Men	Women	Total	Total
Total Semester Enrollment	[illegible]	1234	1111	845	1213	2058	3169
Number of Withdrawals	16	45	61	27	78	105	166
Number of Graduates	-	-	-	35	65	70	70
Number Suspended	-	-	-	-	-	-	-
Number Dropped	-	-	-	-	-	-	-
Number of Graduates	6	3	12 *	327	198	325	412
Number Enrolled at end of Semester	845	1243	1985	882	1330	2088	3412

* Twelve students completed requirements at the end of the fall semester. Degrees were conferred June, 1965.

** These figures include 12 students graduate students completed or registered in the Spring Semester - 7 men and 5 women.

Reasons for Withdrawals:

	M	F	Total	M	F	Total	Grand Total
Transfer	6	5	11	0	16	16	27
Financial	6	6	12	0	13	13	25
Not Interested in Teaching	2	1	3	1	1	2	5
Illness-Health	1	1	2	1	0	1	3
Personal	3	7	10	3	2	5	15
Entering Service	0	0	0	1	2	3	3
To Marry	1	2	3	0	1	1	4
Marriage	0	3	3	0	2	2	5
Employment	2	3	5	1	6	7	12
Family Reasons	4	4	8	5	7	12	20
Moving	1	2	3	1	3	4	7
Entering Command	1	0	1	4	3	7	8
Travel Abroad	1	1	2	0	2	2	4
Deceased	0	0	0	0	2	2	2
Entering Another Field	2	0	2	1	0	1	3
Transferred Part-Time A Det.	0	1	1	0	2	2	3
Totals	19	33	52	17	70	87	139

Reasons for Dismissal:

Low Scholarship	0	0	0	35	35	70	70
Suspended	0	0	0	0	0	0	0
Dropped	0	0	0	0	0	0	0
Totals	0	0	0	35	35	70	70

TRENDS IN ENROLLMENT

FRESHMAN: Freshman enrollment 1959-60 was as follows:

September, 1959	260	Men
	450	Women
	710	Total

Of this total, 254 men and 446 women were entering Montclair as new students. The balance were advanced freshmen. There was no entering freshman class in January, 1960.

SUMMER SESSION: The percentage of yearly enrollment of undergraduates in attendance during summer session has been as follows:

1949 - 25%
1950 - 10%
1951 - 7%
1952 - 6%
1953 - 6%
1954 - 6%
1955 - 10%
1956 - 15%
1957 - 13%
1958 - 8%
1959 - 16%

STUDENT PERSONNEL:

Registrar's Office
Table VIII BREAKDOWN BY MEN AND WOMEN

	Men		Women		Total	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1949-50	559	489	639	605	1198	1094
1950-51	478	413	595	578	1073	991
1951-52	405	375	616	593	1021	968
1952-53	394	368	559	538	953	906
1953-54	379	351	600	586	979	937
1954-55	408	391	653	628	1061	1019
1955-56	493	481	708	678	1201	1159
1956-57	571	552	768	745	1339	1297
1957-58	677	663	885	849	1562	1512
1958-59	* 893	848	* 1082	1052	1975	1900
1959-60	892	855	1249	1213	2141	2068

* The merger of Panzer College of Physical Education and Hygiene with Montclair State College in the fall of 1958, increased our enrollment by 166 students of which 112 were male and 54 were female students. The fall, 1958 enrollment was 413 students above the fall, 1957 enrollment.

Office of Registrar

Enrollment: Freshman enrollment 1960-61 was as follows:

Freshmen, 1959	240 men
	140 women
	380 total

Of this total, 95% men and 94% women were entering directly as new students. The balance were admitted transfers. There did not appear to be significant change in January, 1960.

Student Mobility: The percentage of yearly enrollment of undergraduates in attendance during summer session has been as follows:

1949	21%
1950	10%
1951	7%
1952	5%
1953	6%
1954	5%
1955	10%
1956	15%
1957	13%
1958	3%
1959	14%

Student Enrollment:

Black Hawk's office
Table VIII ENROLLMENT BY SEX AND YEARS

	Men		Women		Total	
Years	Freq.	Freq.	Freq.	Freq.	Freq.	Freq.
1948-50	358	509	88	108	1439	1608
1950-51	478	413	95	319	1073	732
1951-52	405	315	94	303	1040	868
1952-53	308	348	349	334	953	888
1953-54	419	353	299	288	1119	927
1954-55	408	395	653	625	1061	1019
1955-56	483	481	908	877	1392	1359
1956-57	372	455	760	742	1132	1197
1957-58	477	463	885	842	1362	1305
1958-59	* 521	494	* 1082	1052	(1603	1546
1959-60	392	454	1219	1213	1611	1667

* The merger of Pawnee College of Physical Science and Tordoma with Black Hawk State College in the fall of 1958, increased our enrollment by 166 students of which 117 were male and 49 were female students. The fall, 1959 enrollment was 147 students above the fall, 1957 enrollment.

GRADUATES

I. BACHELOR OF ARTS DEGREE

The following is a study of the graduating classes from June, 1950 through June, 1960:

Date of Graduation	Number Graduated
June, 1950	333
August, 1950	17
June, 1951	236
August, 1951	10
June, 1952	246
August, 1952	7
June, 1953	207
August, 1953	6
June, 1954	201
August, 1954	6
June, 1955	197
August, 1955	7
June, 1956	200
August, 1956	3
June, 1957	213
August, 1957	5
June, 1958	308
August, 1958	3
June, 1959	350
August, 1959	10
June, 1960	346

Total A. B. Graduates from 1930 to June 1960 is 6468.

Registrar's Office
Table IX

Analysis of Graduation
Distribution of Departments
Students Receiving A. B. Degree, August 1959

Major	Men	Women	Total
Fine Arts	2	0	2
French	1	0	1
Physical Education	4	0	4
Science	1	1	2
Social Studies	1	0	1
Total	9	1	10

CHAUTAUQUA

1. Number of days [illegible]

The following is a study of the attendance during the year ending June, 1920 through June, 1921.

Date of attendance	Number attending
June, 1920	12
August, 1920	17
Nov., 1921	23
August, 1921	10
June, 1921	216
August, 1921	7
June, 1921	201
August, 1921	6
June, 1921	203
August, 1921	3
June, 1921	177
August, 1921	1
June, 1921	208
August, 1922	3
June, 1922	(2)
August, 1922	2
June, 1922	220
August, 1922	2
June, 1922	200
August, 1922	10
June, 1920	210

Total 4.2. Attendance (June 1920) to June 1922 is 1,840.

Secretary's Office
Table 13

Analysis of Transcripts
Distribution of Grade Credits
Summer Session 1. 2. Years, August 1920

Major	Jan.	Aug.	Total
Fine Arts	2	0	2
Library	1	0	1
Physical Education	4	0	4
Science	1	1	2
Social Studies	1	1	2
Total	9	2	11

Registrar's Office
Table X

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving A. B. Degree August 7, 1959

Certification	Men	Women	Total
Full Limited	-	-	-
Provisional	-	-	-
None	9	1	10
Total	9	1	10

Registrar's Office
Table XI

Analysis of Graduation
Distribution by Departments
Students Receiving A. B. Degree June 9, 1960

Major	Men	Women	Total
Business Education	16	20	36
English	21	38	59
French	-	5	5
Latin	2	2	4
Spanish	1	8	9
Mathematics	11	14	25
Music	16	4	20
Physical Education	28	19	47
Science	9	11	20
Social Studies	38	24	62
Speech	-	9	9
Fine Arts	8	12	20
Home Economics	-	15	15
Industrial Arts	15	-	15
Total	165	181	346

Registrar's Office
Table XII

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving A. B. Degree June 9, 1960

Certification	Men	Women	Total
Full Limited	0	0	0
Provisional	13	29	62
None	152	142	284
Total	165	181	346

Registrar's Office
Table I

Analysis of Graduation
Distribution of Classroom Certification
Graduate Semester A. 1. Summer Session 1, 1970

Certification	Men	Women	Total
Full Limited	-	-	-
Provisional	-	-	-
None	8	2	10
Total	8	2	10

Registrar's Office
Table II

Analysis of Graduation
Distribution by Departments
Graduate Semester A. A. Summer Term 1, 1970

Major	Men	Women	Total
Business Education	16	20	36
English	22	22	44
French	-	5	5
Latin	2	2	4
Spanish	4	2	6
Mathematics	14	14	28
Music	16	4	20
Physical Sciences	20	18	38
Science	2	12	14
Social Studies	24	24	48
Speech	-	2	2
Fine Arts	8	12	20
Home Economics	-	15	15
Industrial Arts	12	-	12
Total	120	137	246

Registrar's Office
Table III

Analysis of Graduation
Classification of Classroom Certification
Graduate Semester A. 1. Summer Term 1, 1970

Certification	Men	Women	Total
Full Limited	2	2	4
Provisional	14	29	43
None	102	106	208
Total	118	137	255

II. MASTER OF ARTS DEGREE

The following is a study of the graduating classes from June, 1950 through June, 1960:

Date of Graduation	Number Graduated
June, 1950	85
August, 1950	52
June, 1951	81
August, 1951	48
June, 1952	63
August, 1952	58
June, 1953	64
August, 1953	42
June, 1954	63
August, 1954	35
June, 1955	86
August, 1955	44
June, 1956	93
August, 1956	38
June, 1957	65
August, 1957	46
June, 1958	69
August, 1958	35
June, 1959	61
August, 1959	64
June, 1960	61

Total number of A. M. Graduates since 1933 is 2121

Registrar's Office
Table XIII

Analysis of Master of Arts Graduates

Year	Graduates Montclair State Teachers College	Graduates Other Colleges	Total
1950	63	74	137
1951	62	67	129
1952	53	68	121
1953	35	71	106
1954	53	45	98
1955	70	60	130
1956	67	64	131
1957	48	63	111
1958	57	47	104
1959	55	70	125
1960	32	29	61 *
Total A. M. Degrees from 1933	990	1131	2121

* This does not include 71 who were graduated August 5, 1960.

Registrar's Office
Table XIV

Analysis of Graduation
Distribution by Departments
Students Receiving A.M. Degree, August 7, 1959

Major	Men	Women	Total
Administration & Supervision	14	1	15
Business Education	2	1	3
English	2	7	9
Spanish	1	--	1
Industrial Arts	6	--	6
Mathematics	2	--	2
Personnel & Guidance	8	7	15
Science	2	2	4
Social Studies	6	3	9
Total	43	21	64

Registrar's Office
Table XV

Analysis of Graduation
Distribution by Departments
Students Receiving A.M. Degree, June 9, 1960

Major	Men	Women	Total
Administration & Supervision	16	3	19
Business Education	1	1	2
English	0	4	4
Industrial Arts	2	0	2
Mathematics	2	2	4
Personnel & Guidance	3	5	8
Science	10	2	12
Social Studies	6	3	9
French	-	1	1
Total	40	21	61

Supervisor's Office
Table 37

Bureau of Statistics
Distribution by Occupations
Business Operations, L. L. Cohen, Month 1, 1969

Field	Men	Women	Total
Administration & Executives	1	1	2
Business Operation	[illegible]	1	[illegible]
Clerical	[illegible]	1	[illegible]
Sporting	[illegible]	1	[illegible]
Commercial Arts	[illegible]	--	[illegible]
Publication	[illegible]	--	[illegible]
Personnel & Patrons	[illegible]	--	[illegible]
Science	[illegible]	[illegible]	[illegible]
Social Studies	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]

Supervisor's Office
Table 37

Bureau of Statistics
Distribution by Occupations
Business Operations, L. L. Cohen, Month 1, 1969

Field	Men	Women	Total
Administration & Executives	14	1	15
Business Operation	[illegible]	[illegible]	[illegible]
Clerical	[illegible]	[illegible]	[illegible]
Commercial Arts	[illegible]	[illegible]	[illegible]
Publication	[illegible]	[illegible]	[illegible]
Personnel & Patrons	[illegible]	[illegible]	[illegible]
Science	[illegible]	[illegible]	[illegible]
Social Studies	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]

Montclair State College

Division of Personnel
Report to the President
Academic Year
1959 - 1960

I. Developments and Trends.

The major developments in the Personnel Division during the 1959 - 60 academic year were the improvement of services to students through group and individual counseling programs, the implementation of policies concerning probation and students dropped for low scholarship, the organization and administration of the National Student Defense Loan Program, the setting up of more adequate standards and controls for the State Work Scholarship Program, the establishment and enforcement of parking regulations for faculty and students, the background study of improved food services, the formulation of plans for improved physical facilities and additional staff in the Personnel Office, and the development of plans for a two hundred bed women's dormitory and a one hundred bed men's dormitory.

II. Special Features and Accomplishments.

Counseling and Advisement of Students.

The major portion of student counseling and advisement was carried on by the Dean of Students and one academic counselor. The chief types of counseling included academic problems, probation and dropouts because of low scholarship, change of majors, exit interviews for student withdrawing, readmission interviews, personal and social problems, disciplinary problems and financial need advisement.

Some twenty students with serious personal and adjustment problems were referred to the consulting college psychiatrist. This service was unsatisfactory because of the inability to obtain reports from the consulting psychiatrist.

In service training was provided for group advisors who assisted with registration, student program planning, mid-term scholarship deficiency reports and probationary status of students.

Probation and Students Dropped for Low Scholarship.

The following is a report of students placed on academic probation or dropped for low scholarship:

A	Students on probation Fall semester	306
B	Students on probation Spring semester	324
C	Students dropped for low scholarship	70
D	Withdrawals	98

Parents of all students who were placed on probation or who were dropped for low scholarship received written notices of the student's academic status. Numerous conferences were held with students doing poor or failing work.

Financial Assistance Programs

With the organization and implementation of the National Defense Student Loan Program, financial assistance to students increased greatly during the 1959-60 academic year.

The following is a report of the major financial assistance programs for students:

Type of Loan	Number of Students	Amount
A. N.D.S. Loans	187	$ 68, 090.00
B. Work Scholarships	905	106, 237.00
C. State Scholarships	212	31,800.00
D. Chapin Fund Loans	3	450.00
E. R.C.A. Scholarships	2	1,100.00
F. N.J. Bell Telephone Schol.	2	600.00
Totals		208,277.00

Individual conferences were held with all students applying for N.D.S. and Chapin Fund Loans and each loan was approved by the College Scholarship Committee.

Parking

Physical Facilities.

During the fall of 1959 new parking areas were completed along the Erie Railroad and in the adjoining double lanes west of the Administration Building which raised the automobile capacity from 900 to 1200 spaces. Approximately 340 of these spaces were unpaved and

4. Freshmen on probation full semester	300
5. Freshmen on probation spring semester	200
6. Summer School for low undergrads	70
7. Alumnae	60

Figures of all students who were placed on probation in the term ending for the academic freshmen entering sections of the student's academic status. Summer conferences were held with students after just as further work.

Financial Assistance Program

The administration has inaugurated of the existing Student Student Loan Program. Financial assistance is available between grants, loans and student employment.

The following is a summary of the major financial assistance programs for students:

Type of Loan	Number of Students	Amount
1. N.D.S. Loans	127	$ [illegible], 000.00
2. Work Scholarship	300	300, 427.00
3. Work Scholarship	242	24,000.00
4. Jewish Fund Loans	2	500.00
5. N.D.A. Scholarship	4	4,500.00
6. N.D.A. NDEA Fellowship Loan	1	500.00
Totals		[illegible]

Individual scholarship loans such as all students applying for N.D.A. and Jewish Fund Loans are not in the hands of the College Scholarship Committee.

Facilities

Physical Facilities.

During the fall of 1967 approximately [illegible] were completed which is the Auditorium and is the [illegible] [illegible] part of the building. Further building which raised the enrollment capacity from 400 to 1500 students. Approximately [illegible] of these grants were approved and

unusable during inclement weather. In order to utilize the facilities fully, 1016 and 172 spaces were proportioned to students and faculty members in that order. Twelve additional spaces were set aside for visitors in front of the Administration Building. Printed "Visitor Passes" were also issued to expected guests which would permit them to use student lots and thereby give the program some flexibility.

For the 1960 - 61 school year a freshman parking rule was inaugurated wherein freshmen were required to use the parking lot along the railroadand the area known as the pit. The total capacity was 290 spaces. The plan was designed to remove the congestion from the center of campus and if necessary force students to use off-campus facilities along Valley Road.

The campus roadways and parking lots have been extensively painted and posted for one way streets, no parking zones, individual parking lots, and small cars. A recent innovation has been to post signs in the unpaved lots which will line up the cars and avoid the blocking of traffic.

Volume of Parking.

With the beginning of the 1959-60 school year parking permits were sold for $2.00. It was hoped that the fee would discourage those students who could conveniently commute to school with a friend or by some other means , and to provide the funds with which to finance the parking program. Over 1000 decals were sold by registration time and approximately 600 additional decals were issued during the remainder of the year. Many of the later issues were given to people who were turning in the remains of the old decal for a new one. It is estimated that 1400 student cars were being used on the campus, accounting for the turn in of old decals. Therefore it was felt that the fee did not discourage anyone from buying a decal or promote car pools among students. A brief survey was conducted in the fall of 1959 and it was observed that 60% to 80% of all cars entering the campus carried only the driver.

In the 1960-61 school year the price of decals will be raised to $5.00 for day time students while graduate students will be charged a fee of $2.00. Approximately 1650 undergraduate decals and 1200 part-time and extension students decals were issued by Thanksgiving of 1960. About 200 of the undergraduate decals replaced the original decals.

Regulations.

Parking regulations were adopted for the 1959-60 school year fixing the price of a permit at $2.00 and authorizing the school to issue tickets to students who violated the regulations. Additional provisions were adopted during the year in order to give the program strength. Violators were allowed seven college days to pay their $2.00 fine, after which the charge was raised to $5.00. Grades and registration were denied to those individuals who did not pay before the end of the semester. In some cases students were denied parking privileges for a few weeks. Besides grades and registration restrictions, the new plan laid down a specific follow-up program for multiple violators.

Essentially the same program will be repeated for the 1960-61 school year except all students will be required to be familiar with the rules and agree to comply with all of its provisions whether or not they intended to drive a car to school. Graduate students will follow a similar registration.

Initially all ticket complaints were handled through the Personnel Office but it became apparent that a court should be established. Consequently an appeals court was organized in the spring of 1960 with seven members. It was composed of three faculty members and four students, representatives of each class. They met on every last Tuesday of the month from 4:00 p.m. to 5:00 p.m. Defendents appeared in person, stated their case, and were either granted or denied their appeal according to the secret ballot of the court. A similar organization will be used for the 1960-61 school year with one additional student being added and meetings will be held on every last Monday at 4:00 p.m.

Projected Plans.

Future plans for the college allow for parking expansion commensurate with the college growth but the immediate problem is to provide adequate parking and roadways for construction vehicles in addition to the students and staff parking. Furthermore, some of the existing areas will be lost because they occupy space where new buildings will be constructed. It is hoped that some of the new lots will be built before building construction begins.

Report of Montclair State College Parking Account
1959-1960

The following is a report of the Montclair State College Parking Account from September 1, 1959 to August 30, 1960 as prepared by Mr. Dean Nichols:

	Receipts	$ 5,404.55
	Expenditures	4,884.67
Balance 8/30/60		$ 519.88

Duane M. Harmon, Assistant Director
of Personnel

Immediately the new program will be repeated for the 1950-51 school year except all students will be required to be familiar with the rules and have to supply all of the particulars during it as they intended to serve a set to school. Grades in students will follow a similar requirement.

Initially all classes employing were needed because the increased enrollment has it become apparent that a more stable or permanent. However, it is not expected of a new faculty member and they should be experienced in the teaching of 1950 with some exceptions. Some of the teachers are on short term leaves of absence. Their return is expected in the spring of 1950 with some exceptions. The new on short leave Tuesday of the month from 1950 to 1952 to 1954. Substitute teachers to replace, either short term, but more often period of months where equal accounting is the school budget of the county. A similar requirement will be used for the 1950-51 school year with the additional student tuition added and teachers will be hired as early into teaching as 1950 .

Facilities Plans.

Future plans for the college also for further expansion considerations which the college board and the executive committee is to provide adequate facilities and housing for commuting students in addition to the students and staff members. Furthermore, the building program will be less because they become more where one building will be constructed. It is hoped that some of the 1951 will be built before building construction begins.

Report of Operations, State College Student Account
1949-1950

The following is a report of the Executive Board, College Student Account for the period ending 1, 1949 to August 31, 1950 as presented to the Board Directors:

Receipts	$ 1,000.00
Disbursements	1,000.00
Balance 8/31/50	$ 00.00

Dean T. Farmer, Business Director
of Students

Food Services

Numerous complaints were received from students and faculty members about the preparation of food in the college cafeteria.

In April a number of students became ill from alleged food poisoning. The President and Dean of Students met with the dormitory students and the off-campus students who ate at the cafeteria. A student food committee was organized by the Dean of Students. This committee visited four other colleges to study and sample their meal menus. The committee petitioned the President to try to provide for the better preparation of the food served in the cafeteria and for more varied menus.

Women's and Men's Dormitories

Plans were completed for a 204 bed women's dormitory with dining facilities and a 100 bed men's dormitory. After considerable research and study the State Division of School Housing Planning was persuaded to provide suites of rooms in the women's dormitory, a somewhat radical departure from the traditional general plan in the existing women's dormitories. The completion of these additional dormitories should ease somewhat the present demand for dormitory rooms.

Physical Facilities and Staff

Lack of adequate office space, proper privacy for student counseling and inadequate professional and clerical staff greatly hampered the working efficiency of the Personnel Division.

The Personnel Office was staffed by the Dean of Students and two Assistant Directors of Personnel. Throughout the 1959-60 academic year the office was understaffed by Dr. Richard Willing being on a leave of absence and the inability to employ a capable half-time secretary.

Miss Margaret Sherwin retired as Assistant Director of Personnel after seventeen years of distinguished service with the college.

Admissions.

See annual report submitted by Mr. Lawton Blanton, Director of Admissions.

Medical Services

See annual report submitted by Miss Charlotte Pritchard, Head Nurse.

III. Recommendations

1. An additional professional staff member is urgently needed to administer the financial assistance program. A qualified secretary should be hired for the half time vacancy which exists for a clerk stenographer.

2. An additional full time college nurse is needed.

3. The duties of the professional staff should be realigned to relieve the Dean of Students of his numerous counseling duties and the administration of the financial aid program.

4. A trained traffic officer is needed to relieve Mr. Harmon of many minute details connected with the parking program.

5. The quality of the preparation of the food served to students in the college cafeteria must be improved.

6. A separate office must be provided for the secretary of the Dean of Students and more adequate use must be made of the office space in Miss Sherwin's office.

7. An inter-dormitory council should be organized to coordinate the activities of the men and women's dormitories.

8. Additional dormitories are urgently needed for men and women.

9. The services of a part-time college psychologist are needed.

Respectfully submitted

Leo G. Fuchs
Dean of Students
August 31, 1960

LGF:ehp

III. Recommendations

1. An additional professional staff member is required to provide needed assistance the financial institutions division. A qualified accountant should be hired for the full fiscal year rather than retained for a short assignment.

2. An additional full time office worker is needed.

3. The duties of the professional staff should be realigned to provide the time to examine of the complex accounting systems and the accounting records of the financial institutions.

4. A trained training officer is needed to develop a program of training and educational materials for the public officials.

5. The availability of the proper salary of the local control to recruit and retain the qualified personnel must be improved.

6. A research officer must be provided for the availability of the data of financial institutions adequate and must be taken of the office space in the Director's office.

7. An inter-departmental council should be organized to coordinate the activities of the city and county's departments.

8. Additional legislation are urgently needed in the 2nd session.

9. The services of a part-time medical consultant are needed.

Respectfully Submitted

Leo W. Wade
Dean of Faculty
January 28, 1966

Attach

MONTCLAIR STATE COLLEGE

Director of Admissions

Report to the President
Academic Year
1959---1960

Admissions Office
Table 1A

MONTCLAIR STATE COLLEGE

Overall Freshman Application Information

September 30, 1961

Number of applicants paying $5.00 application fee.....2097

Total Number of Freshmen enrolling..... 600*

*The Regristrar's report shows, 609. However, this includes nine 2nd semester freshmen who had enrolled previously.

SOURCE OF FRESHMEN ADMITTED TO
MONTCLAIR STATE COLLEGE BY COUNTIES

September, 1960

Admissions Office
Table I

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	4	4	8	1.33
Bergen	48	65	113	18.83
Burlington	3	1	4	.67
Camden	2	7	9	1.50
Cape May	0	0	0	----
Cumberland	0	2	2	.33
Essex	67	65	132	22.00
Gloucester	1	4	5	.83
Hudson	26	26	52	8.67
Hunterdon	1	3	4	.67
Mercer	3	3	6	1.00
Middlesex	1	18	19	3.17
Monmouth	10	20	30	5.00
Morris	10	16	26	4.33
Ocean	1	7	8	1.33
Passaic	42	70	112	18.67
Salem	1	3	4	.67
Somerset	6	4	10	1.67
Sussex	8	4	12	2.00
Union	17	24	41	6.83
Warren	1	2	3	.50
Total	252	348	600	100.00

ADMISSIONS OFFICE
Table II

FRESHMEN ADMISSION STATISTICS BY
MAJORS FOR SEPTEMBER 1960

Department	# up & Appr. ad prior to Feb. 29	Additional Applicants Taking The Test-Feb.29	Total Applicants (reported to State)	Quota	Additional Applicants Accepted On Basis of Test	Total Accepted	No. Paying $25 Advance Tuition Deposit	No. Actually Enrolling
Bus. Ed.	19	146	165	40	29	48	44	42
English	20	154	190	50	59	85	62	55
Fine Arts	16	75	91	15	40	56	50	46
French	20	45	65	20	15	35	29	23
Home Ec.	21	66	87	40	33	54	43	41
Ind.Arts.	8	109	117	40	44	52	47	45
Latin	5	14	19	15	14	19	16	15
Math.	54	160	214	75	53	107	95	72
Music	7	53	60	25	28	35	29	27
Phys. Ed.	13	292	305	50	59	72	61	54
Science	29	96	125	60	57	86	72	55
Social St.	38	238	276	60	52	90	75	60
Spanish	13	48	61	25	19	32	26	23
Speech	13	42	55	20	8	21	19	17
Undecd.	0	3	3	0-10	1	1	1	0
Totals ...	262	1571	1833	565-575	411	733	672	600

Admissions Office

Admissions Office
Table III

MAJORS RANKED ON BASIS OF CUTTING SCORE *

T A B L E

Major	Cutting Score	No. Males	Total Male Adm.	Males No. Above Cutting Score	Males No. Below Cutting Score	Males No. Scoring below 400	Rejected French	Rejected E. E.	Rejected Dept.	# Accept.
Undecided	526	1	3	0	1	0	0	0	0	0
Social St.	503	112	239	29	90	10	4	25	0	25
Mathematics	533	52	102	25	27	2	1	3	0	25
Science	526	56	96	33	23	6	2	0	0	32
Fine Arts	490	10	76	9	9	1	2	4	0	9
French	540	2	15	1	1	1	0	0	0	1
Music	493	34	53	20	14	4	2	6	0	20
Speech	473	5	42	3	2	0	0	0	1	2
Spanish	470	9	18	5	4	1	0	1	0	5
Sec. Ed.	465	14	140	27	17	11	1	151	0	20
Latin	462	3	14	3	0	0	0	0	0	3
English	450	25	104	18	7	3	1	5	0	17
Ind. Arts	453	109	109	49	60	53	4	43	0	44
Phys. Ed.	432	172	292	95	77	53	7	53	15	2
Total ...		45	1351	303	312	125	26	187	7	191

** Total also includes non freshmen

* Types 1 accepted prior to Sep. 72, 1966, not included

Admissions Office
Table III B

MAJORS RANKED ON BASIS OF CUTTING SCORE*

F E M A L E

Major	Cutting Score	#Females	Total Male&Fem.	# Females Above Cutting Score	#Females Below Cutting Score	#Fem. Below 400	Rejected Speech	Rejected H. S.	Rejected Dept.	# Accepted
Mathematics	642	108	160	28	80	0	0	3	0	28
Business Ed.	633	102	146	9	93	2	1	13	0	9
Undecided	624	2	3	1	1	0	0	0	0	1
English	600	139	164	42	97	6	1	2	0	42
French	600	43	45	14	29	4	0	0	6	14
Soc. Stud.	600	123	238	29	94	3	3	6	0	27
Speech	592	37	42	6	31	0	0	1	12	6
Science	586	40	96	25	15	1	1	2	0	25
Spanish	575	39	48	14	25	3	1	1	3	14
P. E.	539	120	292	38	82	18	2	7	45	27
H. E.	518	66	66	34	32	2	1	5	0	33
F. A.	505	57	75	32	25	1	1	8	0	31
Music	502	19	53	14	5	0	0	3	0	12
Latin	462	11	14	11	0	0	0	0	0	11
Totals ...		906	1551**	297	609	40	11	51	66	280

** Total also includes Industrial Arts
* Upper $\frac{1}{4}$ accepted prior to Feb. 29, 1960 not included.

Admissions Office
Table IV

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BUSINESS EDUCATION SPECIALIZATION FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	10.00	3.45
700-749	-	1	1	-	10.00	3.45
650-699	-	2	2	-	20.00	6.90
600-649	-	3	3	-	30.00	10.35
550-599	4	3	7	21.01	30.00	24.14
500-549	8	-	8	42.11	-	27.59
450-499	7	-	7	36.84	-	24.14
400-449	-	-	-	-	-	-
Total	19	10	29*	99.96	100.00	100.02

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BUSINESS EDUCATION SPECIALIZATION FOR SEPTEMBER 1960 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	17	18	5.26	73.91	42.86
80-89	2	5	7	10.53	21.74	16.67
70-79	4	1	5	21.01	4.35	11.91
60-69	3	-	3	15.79	-	7.14
50-59	3	-	3	15.79	-	7.14
40-49	2	-	2	10.53	-	4.76
30-39	1	-	1	5.26	-	2.38
20-29	2	-	2	10.53	-	4.76
10-19	1	-	1	5.26	-	2.38
0-9	-	-	-	-	-	-
Total	19	23	42	99.96	100.00	100.00

*13 Upper Quarter applicants were admitted without entrance examination scores.

Admissions Office
Table IV (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BUSINESS EDUCATION SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	5	23	28	26.32	100.00	66.67
50-74	8	-	8	42.11	-	19.05
25-49	4	-	4	21.05	-	9.52
0- 24	2	-	2	10.53	-	4.76
Total	19	23	42	100.01	100.00	100.00

Admissions Office
Table V

DISTRIBUTION OF FRESHMEN ADMITTED TO ENGLISH SPECIALIZATION
FOR SEPTEMBER, 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	2	2	-	6.45	4.76
650-699	-	10	10	-	32.25	23.80
600-649	1	19	20	9.09	61.29	47.61
550-599	5	-	5	45.45	-	11.90
500-549	3	-	3	27.27	-	7.14
450-499	2	-	2	18.18	-	4.76
400-449	-	-	-	-	-	-
Total	11	31	42*	99.99	99.99	99.97

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1960
TO ENGLISH SPECIALIZATION - PERCENTAGES FOR DECILE GROUPINGS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	29	29	-	67.44	52.72
80-89	3	8	11	25.00	18.60	20.00
70-79	2	2	4	16.67	4.65	7.27
60-69	1	2	3	8.33	4.65	5.45
50-59	3	2	5	25.00	4.65	9.09
40-49	1	-	1	8.33	-	1.82
30-39	1	-	1	8.33	-	1.82
20-29	-	-	-	-	-	-
10-19	1	-	1	8.33	-	1.82
0-9	-	-	-	-	-	-
Total	12	43	55	99.99	99.99	99.99

*13 Upper Quarter applicants were admitted without entrance examination

Admissions Office
Table V (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO ENGLISH SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO H. S. QUARTILE RANK

H. S. Quartile Rank	No. Men Admitted	No. Females Admitted	Total Admitted	Percentage Males	Percentage Females	Percentage Total
75-99	4	38	42	33.33	88.37	76.36
50-74	5	5	10	41.67	11.63	18.18
25-49	2	-	2	16.67	-	3.64
0-24	1	-	1	8.33	.	1.82
Total	12	43	55	100.00	100.00	100.00

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Admissions Office
Table VI

DISTRIBUTION OF FRESHMEN ADMITTED TO FINE ARTS SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	2	2	-	7.14	5.56
600-649	-	5	5	-	17.86	13.89
550-599	1	7	8	12.50	25.00	22.22
500-549	6	14	20	75.00	50.00	55.56
450-499	1	-	1	12.50	-	2.78
400-449	-	-	-	-	-	-
Total	8	28	36*	100.00	100.00	100.01

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1960
TO FINE ARTS SPECIALIZATION - PERCENTAGES FOR DECILE GROUPINGS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	11	11	-	38.35	23.91
80-89	2	3	5	16.67	8.82	10.87
70-79	3	10	13	25.00	29.41	28.26
60-69	4	6	10	33.33	17.65	21.73
50-59	2	1	3	16.67	2.94	6.52
40-49	-	3	3	-	8.82	6.52
30-39	1	-	1	8.33	-	2.17
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	12	34	46	100.00	99.99	99.98

*10 Upper Quarter applicants were admitted without entrance examination

Admissions Office
Table VI (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE FINE ARTS SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	4	21	25	33.33	61.76	54.34
50-74	7	10	17	58.33	29.41	36.95
25-49	1	3	4	8.33	8.82	8.70
0-24	-	-	-	-	-	-
Total	12	34	46	99.99	99.99	99.99

Admissions Office
Table VII

DISTRIBUTION OF FRESHMEN ADMITTED TO FRENCH SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	1	1	2	33.33	6.67	11.11
650-699	-	6	6	-	40.00	33.33
600-649	1	7	8	33.33	46.67	44.44
550-599	-	1	1	-	6.67	5.56
500-549	-	-	-	-	-	-
450-499	1	-	1	33.33	-	5.56
400-449	-	-	-	-	-	-
Total	3	15	18	99.99	100.01	100.00

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1960
TO FRENCH SPECIALIZATION - PERCENTAGES FOR DECILE GROUPINGS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	1	10	11	33.33	50.00	47.82
80-89	1	8	9	33.33	40.00	39.13
70-79	-	2	2	-	10.00	8.70
60-69	1	-	1	33.33	-	4.35
50-59	-	-	-	-	-	-
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	3	20	23	99.99	100.00	100.00

* 5 Upper Quarter applicants were admitted without entrance examination

DISTRIBUTION OF PERSONAL INCOME BY PERSONS BY DISTRICTS
FOR INCOMES OVER 1000 DOLLARS IN TOTAL INCOMES OVER

Total Income Class	No. Persons Assessed	No. Persons Assessed	Total Income	Percentage Total	Cumulative Total	Percentage Total
500-600	-	-	-	-	-	-
600-700	-	-	-	-	-	-
700-800	-	-	-	-	-	-
800-900	-	-	-	-	-	-
900-1000	-	-	-	-	-	-
1000-1100	-	-	-	-	-	-
1100-1200	-	-	-	-	-	-
1200-1300	-	-	-	-	-	-
1300-1400	-	-	-	-	-	-
Total	-	-	-	-	-	-

[illegible] Income Distribution of Persons Assessed for Income Tax
in Certain Districts - Incomes over [illegible] Dollars

No. of Income Class	No. Persons Assessed	No. Persons Assessed	Total Income	Percentage Total	Cumulative Total	Percentage Total
70-80	4	8	77	77.21	77.21	77.21
80-90	-	-	-	-	-	-
90-100	-	-	-	-	-	-
100-110	-	-	-	-	-	-
110-120	-	-	-	-	-	-
120-130	-	-	-	-	-	-
130-140	-	-	-	-	-	-
140-150	-	-	-	-	-	-
150-160	-	-	-	-	-	-
160-170	-	-	-	-	-	-
170-180	-	-	-	-	-	-
180-190	-	-	-	-	-	-
Total	5	8	77	77.21	77.21	77.21

[illegible] Some counter-[illegible] were omitted [illegible] [illegible] [illegible]

Admissions Office
Table VII (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO FRENCH SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	2	20	22	66.67	100.00	95.65
50-74	1	-	1	33.33	-	4.35
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	3	20	23	100.00	100.00	100.00

Admissions Office
Table VIII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE HOME ECONOMICS SPECIALIZATION FOR SEPTEMBER 1960 ACCORDING TO THE TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	2	2	-	5.88	5.88
650-699	-	3	3	-	8.82	8.82
600-649	-	3	3	-	8.82	8.82
550-599	-	14	14	-	41.17	41.17
500-549	-	11	11	-	32.35	32.35
450-499	-	1	1	-	2.94	2.94
400-449	-	-	-	-	-	-
Total	-	34	34 *	-	99.98	99.98

HIGH SCHOOL PERCENTILE RANK OF FRESHMEN ADMITTED FOR SEPTEMBER 1960 TO HOME ECONOMICS SPECIALIZATION - PERCENTAGES, DECILE GROUPS

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	4	4	-	9.76	9.76
80-89	-	19	19	-	46.34	46.34
70-79	-	12	12	-	29.26	29.26
60-69	-	3	3	-	7.32	7.32
50-59	-	1	1	-	2.44	2.44
40-49	-	2	2	-	4.88	4.88
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	-	41	41	-	100.00	100.00

* 7 Upper Quarter applicants were admitted without entrance examination

Admissions Office
Table VIII (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO HOME ECONOMICS SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO HIGH SCHOOL QUARTILE RANK

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	-	29	29	-	70.73	70.73
50-74	-	10	10	-	24.39	24.39
25-49	-	2	2	-	4.88	4.88
0-24	-	-	-	-	-	-
Total	-	41	41	-	100.00	100.00

Admissions Office
Table IX

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INDUSTRIAL ARTS SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	-	-	-	-	-
600-649	2	-	2	4.76	-	4.76
550-599	9	-	9	21.43	-	21.43
500-549	14	-	14	33.33	-	33.33
450-499	17	-	17	40.47	-	40.47
400-449	-	-	-	-	-	-
Total	42	-	42*	99.99	-	99.99

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INDUSTRIAL ARTS SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO H. S. PERCENTILE RANK

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	2	-	2	4.44	-	4.44
80-89	4	-	4	8.88	-	8.88
70-79	8	-	8	17.78	-	17.78
60-69	11	-	11	24.44	-	24.44
50-59	7	-	7	15.56	-	15.56
40-49	7	-	7	15.56	-	15.56
30-39	2	-	2	4.44	-	4.44
20-29	3	-	3	6.67	-	6.67
10-19	1	-	1	2.22	-	2.22
0-9	-	-	-	-	-	-
Total	45	-	45	99.99	-	99.99

* 3 upper quarter applicants were admitted without entrance examination

Admissions Office
Table IX (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE INDUSTRIAL ARTS SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	10	-	10	22.22	-	22.22
50-74	22	-	22	48.89	-	48.89
25-49	10	-	10	22.22	-	22.22
0-24	3	-	3	6.67	-	6.67
Total	45	-	45	100.00	-	100.00

Admissions Office
Table X

DISTRIBUTION OF FRESHMEN ADMITTED TO THE LATIN SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	2	2	-	16.67	13.33
650-699	-	3	3	-	25.00	20.00
600-649	-	4	4	-	33.33	26.67
550-599	1	2	3	33.33	16.67	20.00
500-549	1	1	2	33.33	8.33	13.33
450-499	1	-	1	33.33	-	6.67
400-449	-	-	-	-	-	-
Total	3	12	15	99.99	100.00	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE LATIN SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	7	7	-	58.33	46.67
80-89	-	2	2	-	16.67	13.33
70-79	1	2	3	33.33	16.67	20.00
60-69	1	-	1	33.33	-	6.67
50-59	1	-	1	33.33	-	6.67
40-49	-	-	-	-	-	-
30-39	-	1	1	-	8.33	6.67
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	3	12	15	99.99	100.00	100.01

Admissions Office
Table X (continued)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE LATIN SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Total Percentage
75-99	1	10	11	33.33	83.33	73.33
50-74	2	1	3	66.67	8.33	20.00
25-49	-	1	1	-	8.33	6.67
0-24	-	-	-	-	-	-
Total	3	12	15	100.00	99.99	100.00

Admissions Office
Table XI

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MATHEMATICS SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORES

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	7	7	-	21.21	12.28
650-699	3	18	21	12.50	54.54	36.84
600-649	6	7	13	25.00	21.21	22.80
550-599	9	1	10	37.50	3.03	17.54
500-549	6	-	6	25.00	-	10.63
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	24	33	57*	100.00	99.99	99.99

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MATHEMATICS SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	12	37	49	33.33	86.04	62.02
80-89	11	5	16	30.55	11.63	20.25
70-79	5	1	6	13.89	2.33	7.59
60-69	6	-	6	16.67	-	7.59
50-59	2	-	2	5.56	-	2.53
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	36	43	79	100.00	100.00	99.98

*22 Upper Quarter applicants were admitted without entrance examination

Admissions Office
Table XI (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MATHEMATICS SPECIALIZATION FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	25	43	68	69.44	100.00	86.07
50-74	11	-	11	30.55	-	13.02
25-49	0	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	36	43	79	99.99	100.00	99.99

Admissions Office
Table XII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MUSIC SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO THE TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	2	2	-	18.18	7.69
600-649	3	1	4	20.00	9.09	15.38
550-599	8	3	11	53.33	27.27	42.30
500-549	3	5	8	20.00	45.45	30.77
450-499	1	-	1	6.67	-	3.85
400-449	-	-	-	-	-	-
Total	15	11	26*	100.00	99.99	99.99

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MUSIC SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	5	5	-	41.67	18.52
80-89	1	3	4	6.67	25.00	14.81
70-79	5	1	6	33.33	8.33	22.22
60-69	7	2	9	46.67	16.67	33.33
50-59	1	-	1	6.67	-	3.70
40-49	-	1	1	-	8.33	3.70
30-39	1	-	1	6.67	-	3.70
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	15	12	27	100.01	100.00	99.96

* 1 Upper quarter applicant accepted without entrance examination

Admissions Office
Table XII (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE MUSIC SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	2	9	11	13.33	75.00	40.74
50-74	12	2	14	80.00	16.67	51.85
25-49	1	1	2	6.67	8.33	7.41
0--24	-	-	-	-	-	-
Total	15	12	27	100.00	100.00	100.00

Admissions Office
Table XIII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE PHYSICAL EDUCATION SPECIALIZATION FOR SEPTEMBER 1960 ACCORDINGGTO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	1	-	1	3.70	-	1.96
600-649	-	4	4	-	16.67	7.84
550-599	2	17	19	7.41	70.83	37.25
500-549	13	3	16	48.14	12.50	31.37
450-499	9	0	9	33.33	-	17.65
400-449	2	-	2	7.41	-	3.92
Total	27	24*	51*	99.99	100.00	99.99

DISTRIBUTION OF FRESHMEN ADMITTED TO THE PHYSICAL EDUCATION SPECIALIZATION FOR SEPTEMBER 1960 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	3	3	-	11.11	5.56
80-89	4	9	13	14.81	33.33	24.07
70-79	2	8	10	7.41	29.63	18.51
60-69	4	3	7	14.81	11.11	12.96
50-59	5	3	8	18.52	11.11	14.81
40-49	4	-	4	14.81	-	7.41
30-39	5	-	5	18.52	-	9.26
20-29	1	-	1	3.70	-	1.85
10-19	2	1	3	7.41	3.70	5.56
0-9	-	-	-	-	-	-
Total	27	27	54	99.99	99.99	99.99

* 3 Upper quarter applicants were admitted without entrance examination

Admissions Office
Table XIII (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE PHYSICAL EDUCATION SPECIALIZATION FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	5	18	23	18.52	66.67	42.59
50-74	10	8	18	37.03	29.63	33.33
25-49	10	-	10	37.03	-	18.51
0-24	2	1	3	7.41	3.70	5.56
Total	27	27	54	99.99	100.00	99.99

Admissions Office
Table XIV

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SCIENCE SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	2	2	-	8.33	3.45
700-749	2	4	6	5.88	16.67	10.34
650-699	3	6	9	8.82	25.00	15.52
600-649	10	9	19	29.41	37.50	32.76
550-599	13	3	16	38.23	12.50	27.59
500-549	6	-	6	17.65	-	10.34
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	34	24	58*	99.99	100.00	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SCIENCE SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	6	18	24	16.22	58.06	35.29
80-89	7	9	16	18.92	29.03	23.53
70-79	11	4	15	29.73	12.90	22.06
60-69	6	-	6	16.22	-	8.82
50-59	4	-	4	10.81	-	5.88
40-49	1	-	1	2.70	-	1.47
30-39	2	-	2	5.41	-	2.94
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	37	31	68	100.01	99.99	99.99

* 10 Upper quarter applicants were admitted without entrance examination

Admissions Office
Table XIV (Con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SCIENCE SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN H. S.

Quartile H. S. Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	19	30	49	51.35	96.77	72.06
50-74	15	1	16	40.54	3.23	23.53
25-49	3	-	3	8.11	-	4.41
0-24	-	-	-	-	-	-
Total	37	31	68	100.00	100.00	100.00

Admissions Office
Table XV

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SOCIAL STUDIES SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	1	1	-	4.00	1.92
700-749	2	-	2	7.41	-	3.85
650-699	1	9	10	3.70	36.00	19.23
600-649	9	15	24	33.33	60.00	46.15
550-599	12	-	12	44.44	-	23.08
500-549	3	-	3	11.11	-	5.77
450-499	-	-	-	-	-	-
400-449	-	-	-	-	-	-
Total	27	25	52*	99.99	100.00	100.00

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SOCIAL STUDIES SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO PERCENTILE RANK IN HIGH SCHOOL

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	5	20	25	13.89	62.50	36.76
80-89	10	10	20	27.78	31.25	29.41
70-79	10	1	11	27.78	3.13	16.18
60-69	5	-	5	13.89	-	7.35
50-59	5	1	6	13.89	3.13	8.82
40-49	1	-	1	2.78	-	1.47
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	36	32	68	100.01	100.01	99.99

* 16 Upper Quarter applicants were accepted without entrance examination

Admissions Office
Table XV (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SOCIAL STUDIES SPECIALIZATION FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN HIGH SCHOOL

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	21	31	52	58.33	96.88	76.47
50-74	14	1	15	38.89	3.13	22.06
25-49	1	-	1	2.78	-	1.47
0-24	-	-	-	-	-	-
Total	36	32	68	100.00	100.01	100.00

Admissions Office
Table XVI

DISTRIBUTION OF FRESHMEN ADMITTED TO SPANISH SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	2	2	-	16.67	11.76
600-649	-	6	6	-	50.00	35.29
550-599	-	4	4	-	33.33	23.53
500-549	4	-	4	80.00	-	23.53
450-499	1	-	1	20.00	-	5.88
400-449	-	-	-	-	-	-
Total	5	12	17*	100.00	100.00	99.99

DISTRIBUTION OF FRESHMEN ADMITTED TO SPANISH SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO H. S. PERCENTILE RANK

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	9	9	-	52.94	39.13
80-89	1	6	7	16.67	35.29	30.43
70-79	-	1	1	-	5.88	4.35
60-69	2	1	3	33.33	5.88	13.04
50-59	2	-	2	33.33	-	8.70
40-49	1	-	1	16.67	-	4.35
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	6	17	23	100.00	99.99	100.00

* 6 Upper Quarter applicants were admitted without entrance examination

Admissions Office
Table XVI (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPANISH SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	1	16	17	16.67	94.11	73.91
50-74	4	1	5	66.67	5.88	21.74
25-49	1	-	1	16.67	-	4.35
0--24	-	-	-	-	-	-
Total	6	17	23	100.01	99.99	100.00

Admissions Office
Table XVII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	-	-	-	-	-	-
700-749	-	-	-	-	-	-
650-699	-	2	2	-	33.33	28.57
600-649	-	3	3	-	50.00	42.86
550-599	-	1	1	-	16.67	14.29
500-549	-	-	-	-	-	-
450-499	1	-	1	100.00	-	14.29
400-449	-	-	-	-	-	-
Total	1	6	7*	100.00	100.00	100.01

DISTRIBUTION OF FRESHMAN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1960 ACCORDING TO PERCENTILE RANK IN H. S.

H. S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	-	8	8	-	61.54	57.14
80-89	-	4	4	-	30.77	28.57
70-79	-	1	1	-	7.69	7.14
60-69	-	-	-	-	-	-
50-59	1	-	1	100.00	-	7.14
40-49	-	-	-	-	-	-
30-39	-	-	-	-	-	-
20-29	-	-	-	-	-	-
10-19	-	-	-	-	-	-
0-9	-	-	-	-	-	-
Total	1	13	14	100.00	100.00	99.99

* 7 Upper quarter applicants were admitted without entrance examination

Admissions Office
Table XVIII (con't)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH CURRICULUM
FOR SEPTEMBER 1960 ACCORDING TO QUARTILE RANK IN H. S.

H. S. Quartile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	-	13	13	-	100.00	92.86
50-74	1	-	1	100.00	-	7.14
25-49	-	-	-	-	-	-
0-24	-	-	-	-	-	-
Total	1	13	14	100.00	100.00	100.00

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	–	–	–	–	–	–
[illegible]	–	–	–	–	–	–
[illegible]	[illegible]	–	[illegible]	[illegible]	–	[illegible]
[illegible]	–	[illegible]	[illegible]	–	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

Admissions Office
Table XVIII

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	0	4	4		1.509	.826
700-749	5	19	24	2.283	7.170	4. 959
650-699	8	65	73	3.653	24.528	15.083
600-649	32	86	118	14.612	32.453	24.380
550-599	64	56	120	29.224	21.132	24.793
500-549	67	34	101	30.594	12.830	20.868
450-499	41	1	42	18.721	.377	8.678
400-449	2		2	.913		.413
Total	219	265	484 *	100.000	99.999	100.000

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H.S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	27	178	205	10.714	51.149	34.167
80-89	46	91	137	18.254	26.149	22.833
70-79	51	46	97	20.238	13.218	16.167
60-69	51	17	68	20.238	4.885	11.333
50-59	36	8	44	14.286	2.299	7.333
40-49	17	6	23	6.746	1.724	3.833
30-39	13	1	14	5.159	.288	2.333
20-29	6		6	2.381		1.000
10-19	5	1	6	1.984	.288	1.000
0- 9						
Total	252	348	600	100.000	100.000	99.999

* 116 did not take test were accepted upper $\frac{1}{4}$ prior to 2/29

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO TOTAL ADMISSIONS SCORE

Total Admissions Score	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
750-800	0	4	4		1.509	.400
700-749	5	19	24	2.263	7.170	4.959
650-699	8	65	73	3.653	24.528	15.093
600-649	32	86	118	14.612	32.453	24.380
550-599	64	56	120	24.124	21.132	24.793
500-549	67	34	101	30.534	12.830	20.868
450-499	41	1	42	18.721	.377	8.678
400-449	2		2	.913		.413
Total	219	265	484 *	100.000	99.999	100.000

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO PERCENTILE RANK IN H. S.

H.S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
90-99	27	179	206	10.714	51.149	24.587
80-89	40	91	131	18.254	26.149	22.019
70-79	51	46	97	23.238	13.218	20.142
60-69	51	17	68	23.238	4.885	14.049
50-59	36	8	44	16.286	2.299	9.091
40-49	17	6	23	6.746	1.724	4.752
30-39	13	1	14	5.159	.287	2.893
20-29	6		6	2.381		1.240
10-19	5	1	6	1.984	.287	1.240
0- 9						
Total	252	348	600	100.000	100.000	99.993

* 116 did not take test were accepted upper ½ prior to 2/29

Admissions Office
Table XVIII (Con'T)

DISTRIBUTION OF FRESHMEN ADMITTED TO THE SPEECH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN H.S.

H.S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	99	301	400	39.286	86.494	66.667
50-74	112	39	151	44.444	11.207	25.167
25-49	33	7	40	13.095	2.011	6.667
0-24	8	1	9	3.175	.287	1.500
Total	252	348	600	100.000	99.999	100.001

DISTRIBUTION OF FRESHMEN ADMITTED TO THE BRANCH SPECIALIZATION
FOR SEPTEMBER 1959 ACCORDING TO QUARTILE RANK IN H.S.

H.S. Percentile Rank	No. Males Accepted	No. Females Accepted	Total Accepted	Percentage Males	Percentage Females	Percentage Total
75-99	99	301	400	39.286	80.444	66.667
50-74	112	39	151	44.444	11.207	25.167
25-49	33	7	40	13.095	2.011	6.667
0-24	8	1	9	3.175	.277	1.500
Total	252	348	600	100.000	99.939	100.001

MONTCLAIR STATE COLLEGE
OFFICE OF ADMISSIONS

Summary Sheet for Freshmen Recommended for Admission to Montclair for September, 1960

Last year 922 applicants were accepted to obtain a class of 700 (47% above quota)
Assuming the same ratio holds, 746 should produce desired quota of 565 (32% above quota)

Major	Freshman Quota September 1960	No. U.Q. Applicants Accepted Prior to Feb. 29, 1960			No. Applicants Pending Because Records Incomp.			% Over Acceptance Required Basis 1959 Attrition	Tot. No. Required Accepted For Quota	Recommended Cutting Score		Number Recommended Be Accepted Above Cutting Score			Total Recom. Accepted
		Male	Fem.	Tot.	Male	Fem.	Tot.			Male	Fem.	Male	Fem.	Totl.	
Bus. Ed.	40	0	19	19	5	6	11	15	46	465	633	19	8	27	46
English	50	3	23	26	7	13	20	47	73	456	600	12	39	51	77
Fine Arts	45	5	11	16	1	3	4	18	53	496	505	8	29	37	53
French	20	3	17	20	0	2	2	68	34	496	600	1	13	14	34
Home Ec.	40	0	21	21	0	5	5	26	51		518	0	30	30	51
Ind.Arts.	40	8	0	8	8	0	8	16	47	453		40	0	40	48
Latin	15	0	5	5	1	1	2	64	25	462	517	2	10	12	17
Math	75	26	28	54	3	15	18	38	102	533	642	24	26	50	104
Music	25	3	6	9	7	5	12	17	29	483	502	13	6	19	28
Phys.Ed.	50	4	7	11	51	16	67	19	60	435	539	21	23	44	55
Science	60	15	13	28	6	0	6	40	84	526	586	31	25	56	84
Soc.Stds.	60	19	19	38	12	6	18	41	85	563	600	22	27	49	87
Spanish	25	3	10	13	0	1	1	29	32	476	575	5	14	19	32
Speech	20	0	13	13	0	2	2	5	21	478	592	2	6	8	21
Undecided	0-10	0	1	1	2	0	2	125	1		624	0	1	1	2
Totals...	565-75	89	193	282	103	75	178		743			200	257	457	739

MONTCLAIR STATE COLLEGE
OFFICE OF ADMISSIONS

Summary Sheet for Freshmen Recommended for Admission to Montclair for September, 1500

Last year 925 applications were accepted to obtain a class of 700 (477 above quota)
Assuming the same ratio holds, the admit produce desired quota of 505 (325 above quota)

Major	Freshmen Quota September 1500	No. Applications Accepted Prior to Feb. 25, 1500 Male Fem.	Tot.	No. Applicants Feeling Financial Income, Male Fem.	Tot.	No. Applicants Accepted Based on Aptitude Test Scores Male Fem.	Tot.	No. Applicants Accepted Based on Aptitude Test Scores Male Fem.	Tot.	Recommended Number Accepted Based on Aptitude Test Scores Male Fem.	Tot.	Total Recom. Accepted
Bus. Ed.	40	0 19	19	5 6	11	15	40	40%	15	5	21	40
English	50	3 23	26	7 13	20	47	73	45%	000	12	39	51
Fine Arts	45	5 11	16	1 3	4	44	53	40%	505	6	25	31
French	20	3 17	20	0 2	2	34	36	45%	000	1	15	16
Home Ec.	40	0 21	21	0 5	5	26	31		440	0	30	30
Ind.Arts.	40	6 0	6	0 0	0	34	47	40%		40	0	40
Math	45	0 2	2	1 1	2	44	25	40%	447	4	10	12
Sci.	75	22 16	38	3 15	18	39	109	215	400	46	20	66
Music	25	3 6	9	7 5	12	17	29	400	400	13	6	19
Soc. Sc.	50	6 7	11	21 10	49	14	60	400	444	21	45	66
Science	40	19 14	25	0 0	0	40	40	500	500	21	25	46
Soc.Stud.	40	19 19	20	12 0	12	41	45	403	000	12	27	40
Speech	25	4 10	14	0 1	1	25	32	470	575	5	18	24
Speech	20	0 13	13	0 2	2	5	21	470	592	2	6	21
Undecided 9-10		0 1	1	2 0	2	125	1		000	0	1	1
Totals...505-15	50	143	202	103 75	178		743			200	427	627

missions Office
ble

UPPER QUARTER APPLICANTS ACCEPTED PRIOR TO THE
FEBRUARY 29, 1960 STATE ENTRANCE EXAMINATION

jor	Males	Females	Total
siness Education	0	19	19
glish	3	23	26
ne Arts	5	11	16
ench	3	17	20
e Economics	-	21	21
dustrial Arts	8	-	8
tin	-	5	
thematics	26	28	54
sic	3	4	7
ysical Education	9	4	13
cience	15	14	29
cial Studies	20	18	38
anish	3	10	13
peech	-	13	13
Total.	95	187	282

MONTCLAIR STATE COLLEGE
Office of Admissions

OBJECTIVES AND RECOMMENDATIONS FOR THE OFFICE OF ADMISSIONS

OBJECTIVES

The main objective of the Office of Admissions is to obtain the best possible student body for Montclair. Our entire admissions staff has worked hard to attract students with superior (1) intellectual ability; (2) personality and appearance; (3) character; and (4) motivation towards teaching. The quality of the students selected determine to a large extent the very future of the College. A superior type of student should also act as a stimulus to the professor and better teaching should emerge, resulting in a better graduate and a greater reputation and prestige for Montclair.

Another objective of the Office of Admissions has been to strive toward obtaining a student body that has a male-female ratio as near 50-50 as possible.In spite of our efforts in this direction, the ratio of males in the freshman class has dropped from approximately 40% to 33%. If no efforts had been made to increase the percentage, I have no doubt that the drop would have been greater. I have lived in Russ Hall long enough to know how girls feel when the boy-girl ratio is out of balance.

Another objective of the Admissions Office is to maintain as high a degree of public relations as is humanly possible with rejected students and their parents, guidance counsellors and principals, and citizens of New Jersey. An effort has been made to cultivate our own student body because they are the best recruiters the College has. If our own students are satisfied with their college experiences, they make tremendous recruiters; if dissatisfied, they will hinder the advancement of the entire College program.

RECOMMENDATIONS

1. That every effort be made to create a physical environment in the Office of Admissions that impresses prospective students and their parents favorably. A certain plushness in the Admissions Office is advisable if Guidance Counsellors, parents, students, and the public are to be favorably impressed.

2. It would be highly advisable to keep the Office of Admissions separated physically fromthe Personnel Office and the Registrar's Office. Prospective students should never come in contact with students who are on the verge of being dropped from college or have problems with college program scheduling, etc. This makes the recruiting of new students more difficult.

MONTCLAIR STATE COLLEGE
Office of Admissions

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3. If the College is to effectively recruit more male students, the College itself must present a male image to the public. A high percentage of the Admissions staff should be male. At least 50% of the students who serve on recruiting panels should be male. As many College representatives as possible who participate in career nights and panels should be male. This focus on building up a male image must never obscure the fact the outstanding females must be attracted to the College, and they will naturally desire the female viewpoint. However, I have found that most females are more impressed with males than with other females, while most males feel that teaching is largely composed of females and they want to be reassured that a fairly high percentage of males do enter and are active in the teaching profession. Males seem to fear an excessively large number of women. For example, I once spoke to over 250 members of the F. T. A. Club in Irvington High School, and not a single male was present. The reasons are easy to surmise.

4. Within the next few years it does not seem likely that the Admissions Office will have enough staff to adequately recruit students from the entire State. It would seem desirable to hire recent male graduates and retired professors who are especially trained to visit high school guidance counsellors and to serve on panels and career programs. In my opinion, many 1961 Montclair graduates could ably represent the Office of Admissions in night programs. For example, Gerald McAuliff, Hal Nusbaum, John Reeves and Frank Walter have served the Admissions Office effectively as guides and panel leaders in programs for the superior prospective students who were given early interviews at the College. Also, retired professors such as Dr. Hadley and Dr. Fulcomer (when he retires) could be used in a variety of types of recruiting programs. Each of these professors make exceptionally fine impressions on both the general public and prospective students.

5. It is especially important that all students who assist in the Office of Admissions recruiting program be snappy in appearance and be highly positive toward the College. They should be intelligent, clean-cut, fine appearing, and well-dressed students. The better type of prospective student and the parents are never impressed with negative minded student guides or panel leaders who have a sloppy appearance. No student should be used simply because he is available, cooperative, and intelligent. He must project an image of the type of student the college wants. If the student projects the wrong image, he should never be used. For example, I once decided not to use a student who was most anxious to assist. He was highly intelligent and cooperative with an outstanding college record, and was a real Montclair booster. However, he never combed his hair or shined his shoes, and was somewhat overweight and did not wear clothes well. In my opinion it is better to select the more personable boys and girls of fine appearance who are well-groomed for the assignments.

6. In order to continue attracting better students, it is becoming increasingly important to provide more and more dormitory facilities. The parents who are better-off financially are rather insistent that a valuable part of college education is living away from home and becoming and independent individual. Also, the College could better improve its position as a strong State institution if a higher percentage of students

4. If the college is to effectively improve male students, the college should not present a male image to the public. A high percentage of the undergrads should be male. At least 50% of the students who serve on recruiting teams should be male. As many fellow representatives as possible and participate in career clinics and panels should be male. This focus on building up a male image may never change the outstanding female part in attracting to the college, but it will naturally depend the female composition. However, I have found that most females are more impressed with males than with other females, while most males feel that becoming in largely composed of females and they want to be rescued from a family high percentage of males to make one are active in the campus political organization. Males seem to feel an overwhelming number of women. For example, + once came to meet 250 members of the F. T. A. club in Irvington high school, and not a single male was present. The reasons are many to analyze.

5. Within the next few years it does not seem likely that our admissions office will have enough staff to adequately recruit students from the entire state. It would seem desirable to hire recent male graduates and retired professors who are especially trained to visit high school principals counselors and to serve on campus and career programs. In my opinion, many local counselors probably could only spare part time. Office of admissions in night are place. For example, Gerald Ashliff, Hal "Hasbum", John Reeves are from Walter were assigned the admissions office effectively as guides and local leaders in preparing for the superior prospective students who were given only unknown to the colleges. Retired professors such as Dr. Harry and J. Gilbert (when he retires) could be used in a variety of ways of recruiting projects. Each of these professors make exceptionally fine impressions on both the general public and prospective students.

6. It is especially important that all students who assist in the office of admissions recruiting program be young, in academics and be highly positive toward the college. They should be cheerful, clear-cut, time cooperative, and well-dressed students. The better type of prospective student and the parents are impressed with receptive minded student guides or panel leaders who give a strong impression. No student should be used simply because he is available, cooperative, and intelligent. He must project an image of the type of student the college wants. If the student projects the wrong image, he should never be used. For example, I once decided not to use a student who was most anxious to assist. He was highly intelligent and cooperative with an outstanding college record, and was a good conversationalist. However, he never combed his hair or shined his shoes, and was somewhat overweight and did not wear clothes well. In my opinion it is better to select the more personable boys and girls of fine appearance who are well-prepared for the assignments.

7. In order to continue attracting better students, it is becoming increasingly important to provide more and more scholarship facilities. The parents who are better-off financially are more interested that a valuable part of college education is living away from home and becoming and independent individual. Also, the college could better improve its position as a strong State institution if a higher percentage of students

be accepted from other areas of the State. Entirely too high a percentage of the Montclair student body comes from a 25 mile radious of Montclair. Upon graduation, these students seem unwilling to go to other areas of the State to teach. This situation would probably not be true if we accepted more students from the rest of the State. In my honest opinion, the State College with the most and best dormitory facilities is the one that will move ahead fastest in the years to come. At the present time, the number of on-campus dormitory students is not large enough to develop a truly stimulating and wholesome college environment for resident students.

7. Every effort should be made to raise the quality level in such areas as Industrial Arts, Physical Education and Home Economics. It is possible that some of the faculty in these areas could from time to time be given a three-hour reduced teaching load to go out and contact high school teachers in their areas. For example, Dr. Gerald Edwards is interested in obtaining football players with a better academic background. He does not want to devote time and energy on players who might not be eligible to play on the day of the game. He might make an excellent recruiter for the Admissions Office if he could be given a three-hour reduced teachingload with the understanding that he visit the head athletic coaches in some of the key high schools. It would be understood that he would recruit for the entire Physical Education program and not just for football players.

8. The quality of transfer students could be greatly improved if their admission was left largely to the Director of Admissions. Those with outstanding college records should be accepted as soon as possible after applications are filed. Applicants with unsatisfactory averages should be rejected. Students who seem to have doubtful or marginal qualifications should have additional interviews with the Department Chairman, the Dean of the College, and at times, even the President of the College, before final decisions regarding admission are made. Our previous system has been too cumbersome and difficult for the applicant.

9. As the number of applications is increasing more rapidly than staff members, consideration should be given to having the Montclair alumni do some of the interviewing. Those selected should be invited to the College for a day's training period with meals furnished. It is important to continue inviting guidance counsellors to the College for an exchange of information. Perhaps, if space can be found, they should be invited to the College foran afternoon seminar which could include a study of at least five actual student folders with all identification removed. Basic admissions information might be furnished and the Guidance Counsellors could be instructed to make decisions as to whether the students depicted in the case studies should be admitted or rejected. Later, the Director of Admissions could explain what actually did happen and why. Such conferences should provide valuable insights for Guidance Counsellors.

be accepted from other areas of the state. Although one high school of the Northern student body comes from a 25 mile radius of Montclair, upon graduation, these students seem unwilling to go to other areas of the State to teach. This situation would probably not be true if we accepted more students from the rest of the state. In my humble opinion, the State College with the well and best directory facilities in the one that will move ahead faster in the years to come. At the present time, the number of on-campus dormitory students is not large enough to develop a truly stimulating and wholesome college environment for resident students.

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8. The quality of counselor students could be greatly improved if their admission was left largely to the Director of Admissions. These with outstanding college records should be accepted as soon as possible after applications are filed. Applicants with unsatisfactory averages should be rejected. Students who seem to have potential or marginal qualifications should have additional interviews with the Department Chairman, the Dean of the College, and at times, even the President of the College, before final decisions regarding admission are made. Our previous system has been too cumbersome and difficult for the applicant.

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CONCLUSION

In conclusion, I would like to state that the Admissions Office has a tremendous and everpresent human relations problem which should be kept foremost in mind. It is also necessary that accurate records be kept and that the entire staff possess the utmost integrity. There must be complete honesty regarding admission at all times. All applicants must be considered on the same basis. Once decisions have been made, they must not be changed unless some honest error has been found. The Office of Admissions must continually strive to develop a series of friendly letters that are completely professional. Additional machines and office space must be acquired. The present working and storage space is inadequate for the large volume of work that is handled by a staff too large to be housed in the Office of Admissions. A more orderly, spacious and well-appointed appearance is definitely to be desired and can only come with additional space.

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MONTCLAIR STATE COLLEGE

AT

UPPER MONTCLAIR

REPORT TO THE PRESIDENT

ACADEMIC YEAR

1959 - 1960

NOVEMBER 1960

BY

THE CHAIRMAN

OF

THE GRADUATE COUNCIL

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MONTCLAIR STATE COLLEGE

GRADUATE DIVISION

REPORT TO THE PRESIDENT
Academic Year
1959 - 1960

I. ACTIVITIES, DEVELOPMENTS, AND TRENDS

A. Progress in carrying out the Recommendations of the Middle States Evaluation Committee

The chief objective of the Graduate Council, following the Committee's evaluation, has been to give thorough consideration as a continuing study to the suggestions this Committee made. Every effort has been exerted to carry these out to the extent that the Council found it to be reasonably possible. This report, therefore, will use the Committee's evaluation as a framework for reviewing the activities of the Graduate Council this year. Furthermore, this summary will follow as a guide the Middle States publication, Document No. 427 (May, 1959) which sets forth the criteria for Graduate work. The source of information for this examination will be a more extensive and detailed interim evaluation, made by the Council's Chairman, early in the spring, in preparation for the special visit by the Middle States Executive Secretary, Dr. F. Taylor Jones, who met with a joint session of the Administrative and Graduate Councils on May 23, 1960.

This plan of analysis seems to be appropriate for another reason which relates to the correspondence between Dr. Partridge, our President, and Professor Meder of the Middle States Association relating to our graduate program, in which he asked specifically, "What has the Graduate Council been doing?"

B. The Resulting Activities of the Graduate Council and its Chairman have had the following significant results

1. A re-study of the graduate curricula has been made, especially with respect to the Committee's concern about what seemed to be an undue emphasis in the Administration and Supervision program. It was difficult for us to accept this observation as a fact since, in general, over the years, only 20% of our total matriculated M.A. students were enrolled in this program. However, due to the re-establishment of the 2-year teaching experience requirement, together with a strict enforcement of the "B or better" average for program eligibility, aptitude recommendation letters in some cases, and persuasive counseling in others, now as a consequence of the Committee's observation, this percentage has dropped recently to approximately 16% for 1958-59

with only 90 of our total of 555 Master's degree students enrolled in this program. This seems to be a very reasonable proportion of the total, and in view of the placement record of the program's graduates it can be defended most satisfactorily.

2. This curricula re-study has considered the possibility of developing other Master's degree programs in such areas as Physical Education, Music, Language, and Fine Arts. However, the Graduate Council as a general policy has in the past proceeded cautiously in this matter, and as a result has been very reluctant to recommend a new degree major which might experience as a consequence of the necessity for programs to be fairly self-financing, some serious difficulty in maintaining high standards. Only after five years of study and effort was a Master's degree adopted in Speech, and while it is an area which is meeting the demands of many schools, still it is experiencing the growing pains which the highly specialized areas are generally apt to experience.

3. The recommendation pertaining to a graduate faculty was accepted with the result that at the time of the revision of the most recent graduate bulletin (1959) the members of the graduate faculty were expected to be limited to associate and full professors as an identifiable graduate faculty entity. This graduate teaching group consists of approximately 60 members; 41 (or 66 2/3%) have a Doctor's degree, and 26 (or 43.3%) are full professors. On occasion some exceptions which can be defended are made, but the Administration acts with caution in these cases; in fact, there is so little need for such as to be of any particular consequence.

4. When the New Jersey State Board of Education established a new policy providing the increased possibility of placing graduate instruction in the regular teaching load of our college faculty the local administration decided to implement this new policy by following the Middle States recommendations and accordingly to distribute the graduate teaching required over many faculty members instead of a few full time staff. This was done to provide an incentive for as many as possible of those eligible for graduate course teaching to develop their subject matter specialty and in particular to give our young faculty members with good potential, who usually are engaged in teaching general education courses or the basic major subjects, an opportunity to meet with mature experienced students.

5. The graduate faculty is recruited from our own full time staff with outsiders hired only for highly specialized services which no regular faculty member can render, or for professional reasons is willing to undertake. Evidence of the small degree to which we have had to resort to the use of visiting staff may be discerned from the fact that in the fall of 1959, of the 66 graduate degree teachers used to teach the 66 courses which this division offered, only three (or 4.5%) were visitors!

6. This year the policy of the college was clarified so as to make the distinction between graduate and undergraduate instruction more specific. To this end an extensive study of the policies concerning the matter of various institutions and accrediting agencies was made, and a comprehensive statement was then prepared for consideration by the Graduate Council. Our chief problem at present with respect to insulating graduate work from the immature or mediocre undergraduate is to carry out through the registration process what the Council has declared to be our policy. We expect to reduce the few exceptions which occur to only specifically qualified cases approved personally by the Dean of the College.

7. We have re-studied our methods for a continuing review of each graduate student's progress and have supplemented the systematic regular study of individual student grades made in the graduate office at the end of each marking period. This has been done by having the Student's advisor participate in this continuing evaluation process each time the student registers, through an examination of his record card which the student is expected to bring with him.

8. The concern which the Committee expressed over the skewness observed toward A and B grades has been given consideration. In view of our program objectives of limiting our matriculants to students with a high scholastic average which must be maintained, as well as the fact that most of them are experienced professional teachers, it was good to hear Dr. Jones remark during his visit that, all things considered, "....the distribution of grades on the graduate level is not an issue."

In this connection it would be of significance to report that a study recently made of grade distribution on the graduate level for our interim evaluation is to be found in Addenda Exhibit A. It indicates general consistency over the years with a recent trend toward a fewer number of As by about 7%, with the same percentage increase in Cs, and the Bs remaining relatively constant. Undoubtedly the discussions and renewed interest generated in the problem of student evaluation may have caused this shift. The matter of grading has caused the administration to encourage the faculty to provide more qualitative means to measure students' ability; no doubt this, too, has had its beneficial effects.

9. The recommendation that we should require more than one summer of study has been a matter which has been given continuing attention by the graduate administration. The result has been that the original feeling of the Council still continues; i.e., that it would be a real hardship for students to be compelled to take more than one summer off, a policy which has held since 1951. This feeling is, no doubt, due to the fact that a recent study made by the Graduate office (see Addenda, Exhibit B) indicates that of the students graduating with M.A. degrees in 1960, over 50% spent more than one summer (or semester) in residence, and 20% spent three summers in attendance.

Thus, the recommendation of the Middle States Committee is fairly well achieved on a voluntary basis without the "hardships" which concerned the Graduate Council because of what it has noted in the cases of some students with growing family responsibilities in an era of inflation, who find that the loss of supplementary income during even one summer involves real sacrifice.

The interest of the Evaluation Committee in summer work was to prevent teachers fully employed during the regular school year from doing too much and therefore not doing it well. We attempt to avoid this situation by discouraging "overloading" and the result is that most of our employed teacher students take only one to two courses a semester and distribute their work over a period of three to four years.

10. The study which the Evaluation Committee suggested regarding the desirability of reducing the 6 semester hour limitation so that fully employed teachers would not "overload" themselves was made in the spring of 1960. It indicated that on the average the student load was 3.49 semester hours. A previous study in 1958, with similar averages justified the conclusion that approximately 81% carried four semester hours, or less, and 90% fewer than five semester hours. As the Committee suggested, the limitation is on "an individual teacher basis" and usually of a voluntary nature, but always supplemented by the persuasive encouragement of the counselors to the fully employed person to avoid too many courses. Reasonable exceptions are granted in the case of excellent students wishing to finish in a particular semester, who can do so if an extra course is allowed. Special consideration is also given to qualified veterans to permit them to accelerate their work so as to compensate for time lost in service.

11. To avoid what the Committee thought was a source of pressure on the Education programs, due to the fact that we required 30 semester hours of undergraduate subject matter for acceptance in an academic major, to be eligible for matriculation, recently more consideration is given in special cases to those general education courses which could be accepted in a major field. Also we are willing to matriculate students with good averages who have all of the beginning basic courses essential to advanced study in a major field. It is our experience that relatively few students find this a barrier to matriculation.

12. The implementation of the recommendation that the Department of Education faculty be strengthened by the addition of specialists in the fields of Administration and Guidance has been made possible through the increase in faculty personnel provided for in both the undergraduate and graduate budgets. Although the regular Education Department faculty, assisted by a few occasional outsiders had been good, the academic training and experience of the group of teachers now serving these programs will cause us no embarrassment.

13. The programs in both Administration and Supervision, and Personnel and Guidance underwent a thorough reorganization. New courses, more advanced courses with definite prerequisites, and the addition of Research Seminars chiefly characterize the changes occurring.

14. In our re-examination of the basic Master's degree course pattern those majors which were rather highly specialized have now provided for elective opportunities, so that their students may voluntarily select more work in the liberal cultural field. Changes of this character have taken place in the programs of Industrial Arts, Business Education, and Administration and Supervision, to whose programs the Evaluation Committee specifically referred.

15. The suggestion that the Graduate faculty should meet as an independent group, as does the Graduate Council, was also studied. The conclusion of those reviewing our past practice was that since practically all of the college faculty are, or may be, graduate faculty members, whatever matters involve the graduate course teachers can be taken care of as part of the regular monthly faculty meeting. Nevertheless, as a result of the suggestion, the Chairman of the Graduate Council and the Director of the Part-Time and Extension Division have been conscious of the necessity for improved graduate division communication. Consequently, increased efforts have been made, with success, to obtain more time at faculty meetings, and advisor orientation sessions to present the items concerned with the Graduate Division to the staff at what is a most opportune time. Furthermore, the Chairman of the Graduate Council has made a special effort to keep in touch rather closely with Program Chairmen, as well as individual graduate course teachers, where special area or class problems have developed.

16. The screening procedures and matriculation process have been developed sufficiently so that the small number (3% to 4%) of applicants formerly refused matriculation has increased approximately to over 25% for the last several years; this last year it was 31%.

In the case of certain border line cases, i.e., students with about a C plus average, we continue to add from two to six semester hours to the minimum of 32 required for the degree. Recently we have been allowing those who have had this addition and then have achieved a very high graduate record to askfor a review of their records to obtain some reduction of the penalty or "inducement" credits. It has been surprising lately to observe the incentive this possible adjustment has been for the "border line" student to strive for special success in his graduate work.

17. The recommendation of the Committee concerning faculty load, travel, and library funds, as well as the inclusion of graduate work in the regular load on a 3 for 2 basis, have all been carried out to a reasonable degree. We have made progress, but not enough and the anticipated assistance which had been expected from the State of New Jersey to improve further the matters just mentioned has been disappointing. Whatever serious problems we still have, as will be indicated in another part of this report, stem from inadequate financial resources.

A more complete analysis of these items is described and delineated in the report of the Director of the Part-Time and Extension Division, a copy of which will be incorporated in this report in Addenda Exhibit C.

18. The problem of office space and location which the Committee thought deplorable, and the shortage of personnel which it considered inexcusable have both been improved considerably. Our offices are better, but still inadequate, and the expanded personnel all work under rather trying conditions at times. However, we are most fortunate in having a group of competent secretaries, sufficiently mature and experienced to carry out their responsibilities in the spirit of professionally dedicated persons. While they do have separate duties they have achieved the capacity to work together as a team, and thus avoid the bickerings occasioned sometimes where there is a too highly defined and enforced field of responsibility.

19. In our catalog revision for 1959-61 we carried out pertinent changes previously referred to, such as program identification of elective opportunities; the faculty listings were properly delimited to associate and full professors, and catalog index was added. It was decided after some consideration not to move all the departments' professional (education) subject matter courses to the Education section - at least not at this time. It was felt that some piecemeal shifting might take place where a course really ought to be under the supervision of the Education department; such as Math 400 (Educational Statistics).

20. Research and Theses. Beginning this September (1960) all Master's degree students will be required to have at least one departmental research course (or Education 603B) so that they may have the experience of one advanced research course following Education 503. Education 603B will be open to all department majors who wish to continue a study developed in the basic required course of Methods and Instruments of Research. While 603B originally was set up to service the Education Department's needs for a research seminar, it has also been of value to the other departments which use it for this purpose when there is need for its functions.

The result of the Graduate Council's recommendation that program advisors encourage their superior students to enroll in advanced research, seminar, or thesis courses has been that we have more students engaged in receiving these educational experiences than ever before.

The situation does cause us some concern, in that research and research courses are expensive, and therefore difficult for a largely self-financing program to carry out.

Undoubtedly much of the achievement in our research progress has been due to the Committee on Research Publications, and especially to its able and conscientious chairman, Dr. Orpha Lutz. This committee published its fifth issue of Research Abstracts in June, 1960. The possibility that students may have their special studies reviewed in this document has stimulated additional effort to make what might have been merely a good piece of research into a superior one.

21. As another means of learning more about our graduate students and the way their abilities compare with the abilities and aptitudes of students of other colleges who are considered above average or superior, Dr. Lutz has volunteered to give the Terman Concept Mastery Test to some of our graduate classes. The data thus collected will permit us to study the abilities of our students in comparison with the "norms" established for the test. It will also allow the individual student to know what is his own relative ability to deal with abstract ideas. The test would not be suitable for, nor is it intended for, such screening purposes as the Graduate Record Examination is designed to serve.

22. Because of the recurring questions concerned with the enforcement of the "one semester or summer session requirement" previously referred to, there was developed a statement which gave the history of this regulation with reference to several questions which the Council had to pass upon, relative to its interpretation, and the procedure for granting exceptions. This study was distributed at the Council meeting November 9, 1959.

23. With respect to the Committee's comments concerning the position of Director of Field Studies, and the Director of Graduate Studies which latter position the committee was told would be created, appropriate comments and recommendations will be made concerning these in Part III (Recommendations), since this suggestion has not culminated in the expected change. (See Part III, L #3).

24. Concerning the Committee's very important and sharp criticism with reference to the method of financing this program it may be said that while we have made some significant progress which has been conducive to the improvement of previously existing policies and practices for graduate instruction, still the failure of the State of New Jersey to contribute to the functioning of this program through appropriate financing has been most disappointing. This matter is developed at further length in the Report of the Director of the Part-Time and Extension Division as of May 19, 1960, and supplemented by a related memorandum to President Partridge on September 7, 1960.

MONTCLAIR STATE COLLEGE
GRADUATE DIVISION - MASTER'S DEGREE STUDENTS

STATISTICAL ANALYSIS OF MASTER'S DEGREE DATA FOR THE ACADEMIC YEAR 1959 - 1960 (August 31, 1960) *

STUDENTS	1958-1959	M.A. DEGREES GRANTED			MATRICULATED STUDENTS					ACTION TAKEN ON APPLICATIONS OF PEOPLE NOT MATRICULATED		
					Inactive Status	Currently Matriculated						
		JUNE	AUG.	TOTAL		Changed Majors	Re-instated	New	TOTAL	Rejections	Probation	Pending**
ADMINISTRATION & SUPERVISION	90	19	13	32	2	6	4	35	101	7	6	36
EDUCATION	44	2	1	3	1	-	-	13	53	2	-	16
ENGLISH	78	4	3	7	3	-	-	14	82	1	5	23
LIBERAL ARTS	37	2	7	9	2	-	-	8	34	2	6	14
LANGUAGE	6	1	-	1	-	-	-	2	7	-	-	1
MATHEMATICS	70	4	18	22	7	1	-	20	62	6	6	26
PERSONNEL GUIDANCE	67	8	9	17	1	3	1	26	79	7	7	56
SCIENCE	79	12	18	30	7	-	-	18	60	1	7	12
SOCIAL STUDIES	84	9	2	11	3	-	2	16	88	5	11	33
OTHER	-	-	-	-	-	3	-	11	14	-	4	5
TOTALS	555	61	71	132	26	13	7	163	580	31	52	222

* See next page for an analysis of this data under "B"
** The "Pending" group consists of applications awaiting transcripts, acquisition of experience, payment of application for matriculation fees, or request for action by the applicants.

II. STATISTICAL ANALYSES OF TRENDS

B. Some Implications of the Data in the Preceding Table

1. A total of 132 Master's degrees were granted this past year of 1960. A comparison of this total with those since 1949 follows:

1949 - 100	1955 - 130
1950 - 137	1956 - 131
1951 - 129	1957 - 111
1952 - 120	1958 - 104
1953 - 106	1959 - 125
1954 - 98	1960 - 132

2. The total number of graduates for this year is the second largest group to receive this degree, surpassed only by the peak year of 1950 (137) when a large number of returned veterans were finishing their graduate work. The present increase approximates the trend which was expected as a result of the increasing number of persons in our reservoir of matriculated Master's degree students who have been motivated to seek professional growth perhaps as a consequence of the increments which most school systems give with attainment of the Master of Arts degree. Furthermore, some of the best school systems are now requiring their teachers to attain the Master's degree.

3. The total number of matriculated students this year is 580 in comparison with 555 in 1959; 606 in 1958; 489 in 1957, and 453 in 1956. While the rate of growth in recent years shows a steady increase, the total is still below that of 1958. This may be explained by the fact that a more rigid acceptance standard is now in force, and also because of the new policy toward provisional certification students. Those in this latter group are required to defer matriculation until they have become certified. The effectiveness of our scholastic average screening process is further indicated in the fact that the 31 applicants who were rejected and the 52 accepted on probation or provisionally, constitute a group of approximately 30% of all applicants who were either refused admission to a degree program or were asked to demonstrate their scholastic ability before formal matriculation.

4. Trend in "New" matriculations: New matriculants have dropped from 209 to 163. An examination of matriculation by departments for a possible explanation of this situation reveals that the most significant decreases occurred in Mathematics and Science (accounting for 28 less), due no doubt to the discontinuance of the Dreyfus Fund Scholarships and the N.S.F. grants for the Science Department. Industrial Arts also fell from 17 to 8 as a result of a more careful selection of matriculants. It still leaves this department with 34 Master's degree students, which is about all they can service effectively. There have been some shifts, too, from

this program area to Administration and Supervision by mature experienced Industrial Arts teachers seeking more responsibility and the remuneration accompanying it. The Personnel and Guidance program experienced a small decrease, from 35 to 26 . Dr. Davis, its program advisor, has attempted to insulate his program from those students with majors in areas for which a Master's degree is not offered, and from using this program as an avenue to the Master's degree for salary increment purposes. Consequently his current care in the selection process indicates that 14 of the 40 applicants for Personnel and Guidance were not permitted to matriculate, or were deferred formal acceptance until he could become familiar with their personal suitability for the professional responsibilities in the guidance field. The other departments showed no significant change. Concerning the new program in Speech, it now has a total of 14, which will make the operation of this program in its inception somewhat difficult. However, while so vital an area may experience growing pains due to lack of members, yet those in charge have not compromised standards to obtain students, as the statistics indicate that of some 12 new applicants this year only 8 were accepted.

It should be emphasized that while the total number of acceptances is down, the applications now pending show an increase from 151 last year to 222 this year. This is a most significant growth trend as it makes the number of Master's degree students both matriculated and non-matriculated a total of 802 for this year compared to 706 last year.

5. To indicate that the size of student enrollment in the program in Administration and Supervision is not out of line in comparison with the other Master's degree programs, as the Middle States Evaluation Committee feared, it should be observed that this program now has only 101 matriculants in comparison with 82 in English and 88 in Social Studies, of a total of 580 for all departments.

Incidentally, another department of Education program servicing an area in which there is an urgent need for trained professional personnel, namely Personnel and Guidance, has a total of 79 and is fourth in program size. This reveals that the Education programs are not unduly large in relation to the total program offerings for the Master's degree.

6. Change of status was experienced by 46 students who for various reasons, such as the lapse of the five-year limit, etc., were placed in the inactive files; 7 were re-instated, and 13 changed their msjors usually due to a change in professional responsibilities frequently at the request of their employers, many of whom were asked to look forward to administrative positions.

C. Relevant Data in Part-Time and Extension Division Report

Further statistical information of a closely related nature, such as size of classes, off-campus courses, etc., will be found in the extensive Annual Report of the Director of the Part-Time and Extension Division. Some of this information will supplement the statistics and report of the graduate degree program, and will indicate the close relationship and logical overlapping which there is between these two parts of the Graduate Division.

III. SITUATIONS, PROBLEMS AND RECOMMENDATIONS

A. Graduate Division Financing

1. While it is now necessary to have higher minimums for graduate classes, we must still recognize the fact that certain courses, such as those in the very advanced Physics, Chemistry, and Math courses, as well as some in such highly specialized programs as Speech, at best cannot expect to have more than 10 students, and as we experienced recently, 6 to 8 may be their average. Then, too, certain required courses urgently needed for certification, such as those in the methods courses of the major subject matter areas, or some Industrial Arts courses, if given as frequently as they should be, may also experience a very limited number at times. This problem is something the State should recognize and it would seem to be the best place to start in assuming its responsibility to subsidize on a 100% basis, some graduate courses essential to certification or desirable for the improvement of teachers in the areas of critical shortage, such as Math, Science, and Industrial Arts. If it were not for the aid which the National Science Foundation and Dreyfus Foundation contributed to these two programs, it is very doubtful whether these departments would have any courses meeting the new minimum requirements.

2. The above problem points up the necessity of additional revenues for graduate financing through an increase in tuition rates comparable to those in our neighboring institutions, and further financial assistance from the State. The recent change in the policy of the Budget Bureau with regard to its former "25% overhead" charge is a step in the right direction but does not go sufficiently far to enable us to attain the standards it is our responsibility to achieve.

3. Incidental to the above problems, it is becoming increasingly apparent that department heads must exercise greater care in the courses they attempt to offer, to avoid the frustrations which students experience when courses they have chosen to take must be cancelled. It is suggested that some formula of course offerings be developed based on the matriculated students in the major department areas. Naturally, the Education courses will have to consider potential certification demands as the basis for its classes.

B. A Situation Pertaining to the Maintenance of Program Standards

Because of the inadequacy of graduate program finances as indicated above, there occur certain pressures to relax or modify our standards which directly stem from this deficiency. Typical of these are the following:

1. In some instances larger classes above good optimums must be tolerated.

2. On occasion some departmental advisors, fearful that their classes will not "fill" sufficiently to be given, will permit or even encourage students to carry over the recommended four semester hours.

3. Courses in those areas having no Master's degree program not only grade too generously, but are apt to open their classes to students who may not have the necessary prerequisites to do advanced graduate work.

4. Since the salaries for some assistant professors with families are such that in this era of inflation and in an area where housing costs are relatively high, department chairmen are apt to use the graduate courses to permit these teachers to receive additional compensation by carrying a small "overload" each semester.

5. Another device to meet the necessary minimum class size requirement is observed in the willingness of some program advisors to allow undergraduates (seniors and some juniors) to enter the Master's degree courses. This summer, for instance, there was evidence that undergraduates were enrolled in 500 level offerings which is specifically contrary to established policy.

Because this situation caused the Dean of the College serious concern, special efforts will be made to strengthen the registration procedure with respect to this group of students, and also to re-examine our information literature, bulletins, and application forms so that they are not only more specific in their content but follow more closely the stated policies in the Graduate catalog. It will be made especially clear to all those engaged in the registration process that the only person who can grant exceptions to policies and approve the enrollment of undergraduates in Master's degree courses is the Dean of the College.

C. Reorganization of the Registration Procedure

The priority system established recently for registration has been one of the most successful of the changes associated with the graduate program. It has contributed greatly to the effectiveness of the registration process since long lines of tired and impatient students no longer exist. There is more time to engage in better counseling, and it is now possible to choose from the many advisors those who are most competent to service the various groups of students since the character of the group seeking enrollment in courses can be anticipated in advance. The system is sufficiently flexible to permit whatever changes are necessary in priority scheduling consistent with the changing numbers in the classified groups.

D. Program Electives

All programs permit our graduate students some electives and our advisors are supposed to encourage them to use this opportunity to avoid

[illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

9. [illegible]

10. [illegible]

overspecialization. It is being reported that the teachers of some graduate courses in which there are the "general education students from other areas" are apt to expect them to measure up to the standards of the subject matter majors in the same course. This exposes the general education student in competition with the others to the possibility of receiving only a fair grade or even of failing the course. (In one class last year because of this situation, 18 of 35 students withdrew!) The result is that program advisors are now becoming less enthusiastic about our efforts to encourage students to obtain a broad based education. This situation presents a challenge to the instructor to service both groups of students in some classes and it is our feeling that the really good experienced teacher should be able to make such adjustments as are appropriate to meet the needs and interests of all those in their classes without compromising good standards.

E. Research Courses and Activities

1. Since there has been a change in instructors in Ed. 503 (Methods and Instruments of Research), the old controversy associated with the purpose of this course has again arisen. To clarify our policy as to this matter and acquaint those engaged in this work for the first time with the overall research program of our graduate division, Dr. Huber has agreed to call this group together for an informal exchange of ideas to determine whether the producer or consumer purposes of Education 503 should be emphasized.

2. Mathematics 400, Educational Statistics: As part of the discussions relating to research, again there seems to be considerable question as to whether this course as presently taught is performing the service it should.

It is again suggested that a course similar to Ed. 501 (Educational Tests and Measurements)* might be given, which would permit a change in course philosophy especially if it were to be under the jurisdiction of the Education Department, and could be work of such a calibre as to permit graduate credit. It has been suggested that this course should give more attention to statistical application, pie charts, simple correlation graph, etc., than takes place in the present course which is basically pure mathematics.

3. Social Studies Research Projects: In the Social Studies Department the faculty must supervise research projects, frequently the equivalent of Master's theses. The Graduate Council some time in the past authorized the Director of the Part-Time Division to permit financial compensation for this work if and when a satisfactory way could be worked out and resourses permitted. The situation respecting this matter requires urgent action since faculty resistance to this uncompensated responsibility has reached a point where the department chairman had to supervise nine research projects last year!

* See Graduate Catalog 1946, page 24, for descriptive statement.

[illegible]

[illegible]

[illegible]

We now have resources in our reserve which would make some small compensation possible and recently a method to permit this to be effected has been suggested in the practice which another college uses for this purpose. This college expects the instructor to service from one to two research projects without compensation and when he has serviced the third one which is equivalent to the supervision of the Master's degree thesis, he is then paid for one semester hour.

F. Course Status and Program Change Procedures

We have had some evidence of changes in Master's degree programs (Mathematics for the National Science Foundation Grant), and certain courses, such as Education 471 being changed in name, content or eligibility for graduate credit, without the proper procedure being followed to effect the change in accordance with establised procedures. Consequently, since this has resulted in complex series of different problems, it is recommended that all such changes should be carried out in accordance with our stated policy, which, for the record is as follows:

> "The Committee decided also to recommend that any suggestion or recommendation for a change in graduate programs which was received by Dean Partridge's office from a department be first presented to this Committee for consideration and recommendation before any change in the graduate program is made." (Graduate Committee minutes of November 22, 1948)

G. Graduate Catalog Revision 1960-63

In relation to the above situation and in contemplation of the next revision of the Graduate Catalog which is about to begin, program advisors and departmental chairmen should give some thought to changes such as the following:

1. All Seminar and highly advanced courses plus theses work should be numbered on the 600 level.

2. The quantity of 500 courses in all departments, especially those in a certain few, such as Social Studies, and Business Education, should be increased.

3. The establishment of prerequisites specifically stated as part of the course description with suggestions for some courses as to when they should be taken as to sequence might characterize most 500 courses. This might be indicated through the numbering process itself.

4. Any courses over 400 which are truly not advanced, graduate work, should be deleted from the Graduate Catalog since so long as they are in it we must recognize their eligibility for graduate credit.

5. Some of the course descriptions are far too long and wasteful, and should be reduced to a short but sufficient paragraph.

6. Courses no longer given ought to be eliminated. While it has been suggested that specific dates as to the time the courses will be scheduled might be indicated as part of the descriptive information, this does not seem to be logical.

7. When course numbers have been changed it should be indicated as part of the course description in the catalog what the previous number of the course was so that students and advisors may avoid the enrollment of students in courses they already have had. Ed. 401 is an example of this type of change and students enrolled in it have had to change their programs when they found out that they had taken it.

H. Personnel Matter Recommendations and the Budget

1. The excellent service which Mrs. Metz has rendered to this division since begoming a member of our staff three years ago ought to be recognized. The dedication to her responsibilities is such that as a career Civil Service employee any possible upgrading in her status should be made at the earliest possible opportunity. It would be my feeling that in place of money being spent for another clerk typist more could be accomplished and monetary savings effected by improving the income of our experienced present staff.

2. In view of the Middle States Evaluation Committee's recommendation that a full time Director of Graduate Studies be appointed, it might not seem to be too presumptious for the Chairman of the Graduate Council to indicate the need there is to recognize the fact that the person with this responsibility who wishes to meet the needs of graduate students efficiently and with punctuality must render service to them before and after the regular summer session. Graduate students need information, counseling, and action on their applications, requests for time extensions, tentative evaluations for planning their programs, etc., from one to two weeks before the summer session begins and about the same amount of service before the college opens in the fall. This service the present chairman has been rendering on a volunteer and willing basis. While a recommendation for a full time Director is in the 1960-61 Budget, should this position not be approved, it might be possible to increase the service of a part time faculty graduate student advisor to a certain extent by utilizing some of the revenues we now receive from the new application for matriculation fee, or as was suggested, by dispensing with the additional clerical position which has been allocated to this division in the present budget.

There is a further possibility of securing a more effective utilization of the credits now allocated to some graduate counselors through the assignment of the task of matriculating graduate students, which includes making out the work programs, for some of the smaller

major areas, completely to the graduate office. To some extent, on occasion, for certain departments, this must be done at present by the Chairman of the Graduate Council, for reasons of efficiency and accuracy.

For purposes of comparison it may be proper to indicate that evidence of the policy with respect to the administrative status of the Chairman of the Graduate Council in two other nearby State colleges has come to our attention. At these colleges, which have a far lower number of matriculated students doing graduate work, the Chairmen teach one three-hour course each semester. At our college the Chairman teaches three separate 3-hour courses each semester in addition to servicing twice the number of graduate degree candidates, covering a period of six day a week.

I. The Master's Degree Program in Business Education

Because of the decline in the numbers enrolled in this program due somewhat to a feeling of its students that it is too much of an educational program with an insufficient amount of advanced business content, Dr. Freeman, the program chairman, is concerned about its continuance. As a method of vitalizing it, the suggestion has been made that we could utilize the college staff resources of our total faculty to establish another major in this area which would be in the field of Public Administration. Other colleges have done this, including Rutgers. Such a program would cut across department lines and include courses from other areas - as the Rutgers program does - while it would not be an education degree program, yet, because we are no longer a teachers college only, this department might be allowed to develop a new major which would train personnel for responsible public administration services.

It might be pertinent to note that Syracuse has announced a new program in the area of Public Administration to train career workers in state and local government. It will be on the Graduate level so that its students will be mature, experienced individuals and the courses will include subjects in Accounting, Government, Finance, Economics, etc.

J. Relation of Graduate Degree Program to the Report of the Director of the Part-Time and Extension Division

In the Annual Report for 1959-60 prepared by the Director of this Division, several very pertinent recommendations were made which referred to and indicated the close relationship of that division to the Master's degree program.

His thorough analysis of the year's activities which includes many statistics involving the functioning of the graduate program together with the implications relating to standards and quality of graduate instruction, contains pertinent observations and recommendations which supplement matters touched upon in my annual statement.

As a final generalization, both of these reports seem to indicate throughout that whatever problems now exist, connected with the administration and staffing of the Part-Time and Extension programs which keep the good job now being done from being abetter one, could be very easily solved if the State of New Jersey would be willing to appropriate some state monies to supplement additional student receipts.

IV.

ADDENDA

EXHIBIT -- A

GRADE DISTRIBUTION

(Expressed in percentage of total grades awarded)

Years or Semesters	A	B	C	D	F
1947 thru 1951	41.2	48.	5.07	1.7	1.8
Fall 1956	41.01	48.5	8.7	0.7	1.0
Fall 1959	34.8	49.2	12.2	1.2	2.57
Spring 1960	33.9	48.7	13.3	1.8	2.0

Notes:

1. 1947 thru 1951 were compared before Middle State's evaluation was made. These figures were included in report prepared for the visiting team.

2. Fall 1959 and Spring 1960 figures were prepared for administrative and faculty discussions. Following the visit by the Middle States team time was scheduled at several faculty meetings to discuss grade distribution. The college registrar was instructed to ask faculty members for grade distributions and general interest was developed in the whole area of student evaluation. No doubt, as a result of this general interest the distribution showed a marked change from A's to C's and below (approximately 7%) as indicated in the above figures. The grade of B remained relatively constant.

3. It is quite evident that the entire faculty gave serious consideration to the recommendations made by Middle States regarding grade distribution.

4. These grades do not follow a normal curve but are skewed toward A's and B's. This is entirely defensible in light of the fact that the majority of the students are taking graduate work and are matriculated for the Master's degree. A prerequisite for matriculation for this degree is a B or better average in undergraduate college work. Students who would earn less than B are screened out before they are considered for matriculation and permitted to enter classes. Furthermore, the majority of this student body are responsible, professional public school teachers and administrators.

EJA:A

Prepared for Dr. Partridge
By: E.J. Ambry

September 8, 1960

ADDENDA

EXHIBIT -- B

NUMBER OF SUMMER SESSIONS ATTENDED BY SIXTY-FIVE STUDENTS
GRADUATING JUNE, 1960

DEPARTMENT	NUMBER OF STUDENTS GRADUATING	NUMBER OF SUMMER SESSIONS			
		1	2	3	5
Administration & Supervision	21	12	6	3	
Business Education	2	1	1		
English	4	1	1	1	1
Industrial Arts	2	1	1		
Foreign Languages	1	1			
Mathematics	4	1	2	1	
Personnel & Guidance	8	2	6		
Science	15	8	6		
Social Studies	8	3	4	1	
TOTALS	65	30	27	6	1

Montclair State College

Part-Time and Extension Division

Report to the President
Academic Year
1959 - 1960

General Statement

This report is prepared in four parts. The first typewritten section serves as a summary of the other three mimeographed sections. Each of the other three sections deals respectively with the 1959 Summer Session, the 1959 Fall semester, and the 1960 Spring semester. Specific comments related to these sections are incorporated as part of the individual semester report.

Financial Basis for Operating the Part-Time and Extension Division

Before the fiscal year, July 1, 1959 - June 30, 1960, courses offered through the Part-Time & Extension Division of Montclair State College (includes graduate and undergraduate) were operated on the following financial basis:

1. Administrative and clerical salaries were provided in the State appropriated budget (except the Director's salary, which was provided one-half from appropriation and one-half from tuition income).

2. All classroom instructional salaries (at the rate of $140.00 per semester hour) were appropriated.

3. Some salaries were provided for service personnel (librarians, registrar, assistant to the Dean, audio-visual, etc.).

4. The appropriated budget was designed to be self-supporting by having the College deposit all tuition income in the State Treasury.

5. In addition to supporting items 1, 2, and 3 above, the income was expected to support a 25% administrative and maintenance overhead charge.

6. All income above actual expenditures and the 25% overhead reverted to the general treasury and could not be used by the college.

During the year 1958-1959, efforts were made by the College and State Education Department officials to seek appointment of faculty to regularly appropriated positions for assignment to graduate teaching in the Part-Time and Extension program. These efforts failed and a new method of financing the program evolved. The new method is described as follows:

1. The College received approval to employ six full-time faculty members and to assign the equivalent of their teaching loads to graduate instruction.

2. All direct administrative, clerical and counseling services are budgeted.

[illegible]

Pre-Film and Education Division

Report to the President
Fiscal Year
1969 - 1970

General Statement

This report is presented in four parts. The first highlighting section serves as a summary of the other three comprehensive sections. Each of the other three sections deals respectively with the 1969 Summer Session, the 1969 Fall semester, and the 1970 Spring semester. Specific recommendations relative to these sections are incorporated as part of the individual semester reports.

Financial Data for Operating the Pre-Film and Education Division

Before the fiscal year, July 1, 1969 - June 30, 1970, ended officers through the Pre-Film & Education Division of Immobile State College (Lessons students and administrators) were provided on the following financial basis:

1. Administrative and clerical salaries were provided in the state appropriated budget through the division's salary, which was provided semi-half from administration and semi-half from tuition income.

2. All classroom instructional salaries (at the rate of $[illegible] per student hour) were contributed.

3. Some salaries were received for service performed (Directing, publicity, handling in the [illegible] school-school) also.

4. The instructional rooms and facilities to be utilized by the division were already all available locally in the state [illegible].

5. In addition to supporting items 1, 2, and 3 above, the income was expected to support a [illegible] administrative and instructional [illegible] charge.

6. All income above actual commitments and the [illegible] were used to the general treasury and could not be used by the [illegible].

During the year 1969-1970, efforts were made by the College and state education department officials to seek institutional or faculty to provide appropriated positions for assistance in students enrolling in the Pre-Film and Education program. These efforts failed and a new method of financing the program evolved. The new method is described as follows:

1. The College received approval to employ six Pre-Film faculty members and to assign the equivalent of their teaching load to available instructors.

2. All classes administrative, clerical and instructional services [illegible].

3. Instructional costs above the instruction provided by the equivalent of six full-time faculty to be budgeted at $140.00 per semester hour of instruction during the academic year. Summer session salaries are increased (Prof. $200. - Assoc. Prof. $185. and Asst. Prof. $170. per semester hour of instruction).

4. Operating costs (such as telephone, printing, advertising, mailing, etc) are budgeted.

5. The budget is submitted to the proper authorities and when approved becomes operational on a self supporting basis.

The Montclair budget for 1959-1960 was as follows:

Anticipated tuition income		$154,500.
Admin & clerical salaries	$19,945.	
Instruction:		
Full time (6 faculty)	37,374.	
Part time:		
Summer Session	46,630.	
Academic year	29,400.	
Supplies	2,400.	
Services (phone, postage,)	2,200.	
Total anticipated expenditures		137,949.
Budgeted anticipated surplus		16,551.

As of this date, the budget has been met by tuition income and the Part-Time & Extension Division has met its budgeted obligations.

On the surface, this appears to be a sound operation and financially it is. Educationally, it leaves much to be desired. The following observations are offered.

1. In the fall, 1959, the following was achieved:
60.9% of the graduate courses offered were assigned on regular teaching loads. 39.1% were assigned as overload.
95.5% of the graduate courses offered were taught by regularly appointed faculty members. 4.5% were taught by visiting specialists.
70.6% undergraduate courses were conducted by regularly appointed faculty and 29.5% by visiting faculty.
We were able to maintain an average class size of 21.5 students.
These statistics indicated a great deal of progress over previous years when practically all Part-Time and Extension Division teaching was done on an overload basis. However, to move beyond the status-quo and to achieve the ideal of having all of the courses assigned on regular load will not be accomplished unless consideration is given to items 2 and 4 immediately below.

2. In order to operate on a self-supporting basis and to move in the direction of having all Part-Time and Extension teaching assigned as a part of the faculty teaching load, the following must be achieved:

a. Tuition must be increased
b. Class size must be maintained at a relatively high level in order to assure income to offset the three hours of teaching load allowed to each two hours of Graduate teaching assigned.

3. To operate within the budget presented above and to continue on the same financial basis, we can only hope to maintain the status-quo. New programs cannot be encouraged, new courses, institutes, workshops and experimental ventures must be kept to a minimum, course offerings each semester must be maintained at a low number in order to insure large enrollments in most courses to achieve an average which will support the program, additional services cannot be added, and in general, the concern about the cost of a course or program overshadows the educational values involved and also standards.

4. If we assume that this program cannot be self-supporting and provide adequate services to the students, then the State budget should provide for support in the form of appropriated salaries for administrative, instructional and clerical personnel. It is reasonable to assume that the State has the same obligation to provide support for graduate instruction as it does for undergraduate instruction in the operation of the daytime program at this College.

5. The final observation to be made is this:
If future plans do not provide for increased tuition or State support in some form, and in order not to have the program reach a stalemate, it might be wise to consider reverting back to the plan used before July 1, 1959, namely, payment on an overtime basis for all Part-Time and Extension teaching with proper controls and increased per semester-hour compensation. I believe we could put more vigor and imagination in the future program and provide adequate services for the students. This arrangement may cause serious problems related to accreditation by Middle States, but on the other hand, it has the possibility of producing a vigorous, on-going program.

Enrollment Statistics

	Summer		Fall		Spring	
	Individuals	Equated	Individuals	Equated	Individuals	Equated
1955-56	564	194	617	161	662	156
1956-57	579	185	702	179.5	799	199.3
1957-58	653	206.3	782	194.5	880	218
1958-59	710	240.9	1064	255.1	1175	258
1959-60	936	293.9	1137	259.4	1235	269.75
1960-61	1130	352.8	*1250	265	*1300	275
1961-62	*1150	360				

*Estimates

[illegible]

[illegible]

[illegible]

Administrative Guide for Assigning Graduate Courses to Faculty Members

The attached Guide was developed during 1959-60. It was presented to the Graduate Council, Administrative Council and the entire faculty. In so far as possible, it is being implemented. Assigning graduate courses on a 3-for-2 basis requires closer planning by Department Chairmen, the Dean's office and the Part-Time and Extension office. Schedules must be developed far enough in advance to allow time for planning courses within load or for additional salary, in order to cover all courses listed for daytime students and for Part-Time & Extension students. Note 5 in the attached Fall 1959 report, and Note 3 in the Spring 1960 report list the percentages of courses carried on regular load and for extra compensation.

G.E.D. Tests

During the Spring 1960, a series of meetings were held with Dr. Clyde Weinhold, Division of Academic Credentials, State Department of Education. Plans were developed to have the State Colleges, Rutgers and Monmouth College administer the General Educational Development Tests at various times during the year. The plan for 1960-61 involves Part-Time and Extension personnel for eleven Saturday testing periods and for other administrative and clerical duties related to this program. Complete details about this program are on file in the Part-Time & Extension office.

Nine-Week Summer Session

During the Spring 1960, the Freshman and Sophomore classes were surveyed to determine whether it would be advantageous to operate the summer session on a nine-week basis instead of the usual six-week arrangement. Students taking advantage of this plan might be able to complete a four-year program in three or three-and-a-half years.

The results of the survey were as follows:

Yes	153
Maybe	505
No	220

The Administrative Council considered the plan and it was decided to set the plan aside for a year or two or until the State Department of Education and the State Budget Director could budget money for this expanded program. A file in the Part-Time and Extension office contains complete details.

Directors of Field Service Two-Day Conference

The Field Service Directors from the six State Colleges met a few times in the Fall of 1959 and planned a two-day conference which was held on February 18-19, 1960. Dr. Yntema and Mr. Gerant, Field Service Directors from Western Michigan State University served as consultants. Minutes, recommendations and complete details are on file.

This type of meeting has many advantages and gives the Directors an opportunity to exchange ideas and to stimulate creative planning among the colleges.

Administrative Code for Assistant Commissioner [illegible]

The attached Code was formulated during [illegible]. It was approved in [illegible] Council. Administrative Council and the Service Council. It is [illegible] possible, it is being implemented. Activity [illegible] leads requiring closer planning or improvement [illegible]. The [illegible] the Part-time and Extension Office. [illegible] is anyone in charge here for planning [illegible] on the [illegible] salary, in order to carry out [illegible] Plan 4 [illegible]. Note 2 is the [illegible] in the Service [illegible] that the [illegible] Dept and for [illegible] communication.

S.A.A. Visits

During the Spring [illegible], a series of visits [illegible] National Extension of [illegible] Plans were developed in [illegible] subsidiary the General [illegible] the year. The plan for [illegible] planned [illegible] related to this [illegible]. [illegible] Part-time [illegible] activities.

Time-work Career Training

During the Spring [illegible], the Division [illegible] to [illegible] a time-work leave instead of the usual [illegible] activities of this job might be made in [illegible] or three-and-a-half years.

The results of the survey were as follows:

Yes	[illegible]
Maybe	[illegible]
No	[illegible]

The Administrative Council considered [illegible] the plan with [illegible] and the State Budget Director [illegible] a title in the Part-time and Extension [illegible].

Directory of Field Service Staffing Conference

The Field Service Staffing Conference [illegible] in the Part of [illegible] Council [illegible] Director [illegible] and [illegible] Field Service [illegible] available are on file.

This form is setting the [illegible] and gives [illegible] to [illegible] to [illegible] and to [illegible] [illegible].

P.T.A. Workshop

In the summer 1959, the Part-Time and Extension Division assisted the State P.T.A. in planning a five-day workshop for P.T.A. officers, members and teachers-in-service. This activity was very successful and will be continued in the summer 1960 and 1961.

Personnel

One additional secretarial position was approved in the 1959-60 budget. Miss Jacqueline Pescatore was employed on a temporary basis for July and August, 1959. Mrs. Maxine Bullard joined the staff in September. During 1959-60, she was assigned full-time and Mrs. Metz half-time to the Part-Time & Extension Division. Mrs. Metz carried half-time responsibility in the Graduate Division. Mrs. Black (full-time) terminated her services in December and was replaced by Mrs. Catherine Atkinson on December 28, 1959.

Office Space

With the expanded activities and the increased student load in this Division, it is apparent that the space provided is completely inadequate. In 1960-61, an additional secretary will be added. This will place a tighter squeeze on the space available.

Respectfully submitted,

Edward J. Ambry

Edward J. Ambry, Director
Part-Time & Extension Division

EJA:mrb
1/18/61

Edward Lundy

MONTCLAIR STATE COLLEGE

GRADUATE DIVISION
PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR SPRING 1960 WITH SPRING 1959

	Spring 1960	Spring 1959
INDIVIDUAL STUDENTS		
Number individual students enrolled	1235	1175
Number enrolled in Fall (1959) semester	1137	1064
Gross Total enrolled for academic year 1959-60	2372	2239
Number of students appearing in both semesters	616	624
Net Total enrolled for academic year	1756	1615
On-Campus Students:		
Part-Time Students (fewer than 12 s.h.)	1211	1047
Full-time Students (12 or more s. h.)	12	15
Total On-Campus students	1223	1062
Extension Students (exclusively Off-Campus)	12	15
Total individual students enrolled	1235	1175
CLASSIFICATION OF STUDENTS ENROLLED		
Graduate students	1158	1092
Senior-Graduates	11	2
Total taking work for graduate credit	1169	1094
Undergraduate students	66	81
Total Graduate and Undergraduate students	1235	1175
COURSES GIVEN		
Part-Time (On Campus and Field Trip)	78	76
Extension (Off-Campus)	1	5
Total courses given	79	81
Total sections of Courses	85	86
Daytime (Regular undergraduate college courses)	56	39

Final Report for the 1960 Spring Semester -2

	Spring 1960	Spring 1959
REGISTRATIONS IN COURSES GIVEN (Excluding Daytime Students)		
Part-Time Courses	1861	1705
Daytime Courses (including Student Teaching)	73	68
Extension Courses	12	120
Total registrations in courses	1946	1893
Average number courses taken per student	1.58	1.6
Average number registrations per section of courses offered (Part-Time and Extension, excluding Daytime)	22.9	21.2
SEMESTER-HOURS LOAD		
Total number semester-hours taken by all Students	4316	4128½
Average number semester-hours taken per Student	3.49	3.49
WEIGHTED ENROLLMENT (Total s.h. ÷ 16)		
Equivalent number of Full-Time Students enrolled	269.75	258

Note: (4316 ÷ 15 = 287.73 4316 ÷ 14 = 308.28)

SEMESTER-HOURS TAKEN BY STUDENTS

Number of Students	Semester Hours	Total Semester Hours Taken
1	1½	1½
549	2	1098
100	3	300
1	3½	3½
337	4	1348
56	5	280
153	6	918
10	7	70
13	8	104
2	9	18
1	11	11
4	12	48
1	13	13
3	14	42
3	15	45
1	16	16
Totals: 1235		4316

DISTRIBUTION:

	Men	Women	Total
Graduate Students	761	408	1169
Undergraduate Students	37	29	66
Total enrolled	798	437	1235

Final Report for the 1960 Spring Semester -3

FOREIGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Abdul -Haqq, Florine	(India)
Fontana, Erika Anna	(Austria)
Huang, Henry	(Formosa)
Xuan An, Tran Thi	(Vietnam)

FINAL REGISTRATIONS (ON CAMPUS) LATE AFTERNOON, EVENING AND SATURDAY COURSES

Dept.	Course No.	Name of Course	Instructor	Number of Students: Part-Time and Ext.	Number of Students: Day-time
Bus Ed.	A101X	Bus Org & Management	Mr. Sheppard	22	
Bus Ed.	A401X	Mat & Meth Teach Gen Bus	Mrs. Houghton	25	
Bus Ed.	A412	Proj Develop Consum Ed	Mr. Sheppard	16	
Bus Ed.	A501A	Research Sem Bus Ed I	Dr. Froehlich	17	
Educ.	A201	Human Develop & Behav I	Mr. Abdul-Haqq	40	
Educ.	A202	Human Develop & Behav II	Dr. Seidman	21	
Educ.	A303	Teacher in Sch & Com	Dr. Morehead	22	
Educ.	A304	Princ & Tech of Sec Ed	Mr. Lewin	27	
Educ.	A401	Develop of Educ Thought	Mr. Salt	17	
Educ.	A408	Selec & Util A-V Mats	Miss Fantone	26	1
Educ.	A408	Selec & Util A-V Mats	Mr. Dunavan	24	
Educ.	A409	Radio & Sound Eq in Cl Rm	Mr. Sheft	27	1
Educ.	A440	Camp & Outdoor Educ	Mr. Schmidt	25	1
Educ.	A500A	Basic Educ Trends	Dr. Walter	31	
Educ.	A500C	Rec Trends in Sec Sch Meth	Mr. Lewin	26	
Educ.	A500D	Sch Adm I: Func & Org	Dr. Morehead	42	
Educ.	A500F	Sch Adm III: Com Relations	Dr. Atkinson	45	
Educ.	A503	Meth & Instr Research	Dr. Kennedy	23	
Educ.	A503	Meth & Instr Research	Dr. Lutz	24	
Educ.	A504B	Sem: Curriculum Const	Mr. Salt	22	
Educ.	A504B	Sem: Curriculum Const	Dr. Peckham	21	
Educ.	A508	Super of Instr Sec Sch	Dr. Atkinson	33	
Educ.	A508	Super of Instr Sec Sch	Mr. Willard	31	
Educ.	A510	Sem: Sec Admin & Super	Dr. Peckham	16	
Educ.	A520	Princ of Mental Hygiene	Dr. Brower	48	
Educ.	A530B	Corr & Rem Read Sec Sch	Mr. Buchner	13	
Educ.	A535	Vocational Guidance	Dr. Davis	37	
Educ.	A535	Vocational Guidance	Mr. King	31	
Educ.	A536	Educational Guidance	Miss Gallagher	28	
Educ.	A539	Elem Sch Guid Services	Mr. Lewin	37	
Educ.	A551	Princ & Tech of Guid	Dr. Gelfond	48	
Educ.	A551	Princ & Tech of Guid	Dr. Runden	44	
Educ.	A554A	Psych & Educ of Ex Child	Dr. Seidman	36	
Educ.	A601C	Workshop in Education	Dr. Davis	5	
Educ.	A602	Seminar in Guidance	Dr. Davis	17	
Educ.	A603B	Princ & Prac of Research	Dr. Lutz	9	
Eng.	A401X	Meth Teach English Sec Sch	Dr. Fulcomer	30	
Eng.	A401X	Meth Teach English Sec Sch	Dr. Earley	29	

inal Report for the 1960 Spring Semester -4

FINAL REGISTRATIONS (ON CAMPUS) LATE AFTERNOON, EVENING AND SATURDAY CLASSES

ept.	Course No.	Name of Course	Instructor	Number of Students Part-Time and Ext.	Day-time
ng.	A516	Lang Probs in Eng Cur	Mr. Conrad	29	
ng.	A528	New Perspect in World Lit	Dr. Bohn	24	
ng.	A532	The Victorian Novel	Mr. Hamilton	22	
ine Arts	A400	Philosophy of Art	Mr. Kampf	Cancelled	
ine Arts	A403A	Print Making I	Mr. Vernacchia	17	
ine Arts	A403B	Print Making II	Mr. Vernacchia	2	
ine Arts	A420	Sculpture I General	Mr. Harris	9	
ine Arts	A474A	Arts & Crafts in Educ I	Mr. Martens	10	
ine Arts	A474A	Arts & Crafts in Educ II	Mr. Martens	1	
eography	A422X	Geog of the Amer Indian	Dr. Jacobson	7	
ealth Ed	A408	Driver Education	Dr. Coder	24	
ealth Ed	A411	School Health Services	Dr. Tews	41	1
ome Econ	A409	Current Prob in H.E. Tch	Oppenheim-Ruslink	42	8
nd Arts	A300A	Princ Meth & Curr in I.A.	Mr. Streichler	24	
nd Arts	A401	Comprehen Gen Shop for JrHS	Mr. Tressler	9	
nd Arts	A402	Comprehen Gen Shop for H.S.	Mr. Tressler	15	
nd Arts	A502	Shop Plan & Eq Sel I. A.	Dr. Duffy	11	
nd Arts	A504	Research & Exper in I.A. Ed	Dr. Earl	12	
anguage	A402	Phonetics (French)	Mrs Szklarczyk	7	4
ath	A400	Educational Statistics	Dr. Pettofrezzo	23	8
ath	A401X	Teach of Math in Sec Sch	Miss Kearney	32	
ath	A407	Advanced Calculus	Mr. Manheim	8	
ath	A409	Introd to Contemp Math	Dr. Sobel	39	1
ath	A454	Integral Calculus	Dr. Schumaker	7	1
ath	A504	Modern Algebra	Dr. Pettofrezzo	20	
ath	A513	Computer Programming	Mr. Hanko	13	
ath	A519	Theory of Fctns Comp Var	Mr. Manheim	8	
ath	A531	Survey of Higher Math	Dr. Schumaker	20	
ath	A536	Profess Sub Mat: Analysis	Mr. Clifford	19	
usic	A401X	Teach of Music in Sec Sch	Miss Morse	Cancelled	
usic	A408	Wagner Music Dramas	Dr. McEachern	13	2
iol.	A410	Comp Anat of Vertebrata	Dr. McDowell	13	
iol.	A414	Field Ornithology	Dr. Kuhnen	13	
hem.	A510	Food Inspec & Analysis	Dr. Gawley	22	
hysics	A409	Basic Electronics	Dr. Smith	16	
cience	A505	Sci Sem for Jr&Sr H S	Dr. Allen	27	
oc Stud.	A401X	Teach Soc St in Sec Sch	Dr. Moffatt	23	2
oc Stud.	A434	Contemp World Affairs	Mr. Johnson	20	
oc Stud.	A447	Diplomatic Hist of U.S.	Mr. Nazzaro	21	
oc Stud.	A457	Development of Russia	Mr. Cohen	36	
oc Stud.	A484	Gulf Coast & Lower Miss Val	Mr. Bye	26	
oc Stud.	A492B	Stud Am Life: The West	Mr. Bye	34	1
oc Stud.	A502	Orig & Dev of Amer Const	Mr. Alloway	9	
oc Stud.	A524	Econ of Pub Fiscal Policy	Dr. Rellahan	18	
panish	A425	Contemp Sp-Amer Poetry	Dr. Amaral	Cancelled	
peech	A412	Speech Diagnosis	Dr. Scholl	5	
peech	A564	History of the Theater	Dr. McElroy	12	
peech	A565	Adv. Oral Interpretation	Mr. Ballard	15	
ad	A500	Masters Theses	Dr. Rellahan	2	
		Subtotal		1855	31

Final Report for the 1960 Spring Semester -5

FINAL REGISTRATIONS (ON CAMPUS) LATE AFTERNOON, EVENING & SATURDAY CLASSES

Dept.	Course No.	Name of Course	Instructor	Number of Students Part-Time and Ext.	Day Time
Brought Forward				1855	31
Off-Campus					
Chem.	E416	Continental Classroom	Drs. Reed-Gawley	12	

REGISTRATION SUMMARY:

Part-Time and Extension Students in Part-Time and Extension Classes	1867	
Daytime Students in Part-Time and Extension Classes	31	
Grand Total		1898

Note: In most cases where the enrollment figures are fewer than 9 or 10 this course was combined with another and conducted as one course. (Fine Arts A403A, A403B, Arts & Crafts in Educ. I and II).

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Notes and Observations

1. Enrollment percentage increase data:

Spring	Individuals Enrolled	% Increase Over Previous Years
1960	1235	5.1%
1959	1175	33.5%
1958	880	10.1%

2. Class sizes were as follows: (Includes Daytime Students)

Size	No. of Sections	Size	No. of Sections
1-10	14	31-40	12
11-20	25	41-50	7
21-30	36	50-Over	1

3. 62.1% of the graduate courses offered were assigned on regular load.
37.9% of the graduate courses offered were assigned on overtime load.
92.8% of the graduate courses offered were taught by regularly appointed faculty.
7.2% of the graduate courses offered were taught by visiting faculty.

4. The average class size dropped from 29.9 in the Spring of 1958 to 21.2 in 1959 and in 1960 was 22.9. This average is dangerously close to the 22 average which must be maintained to finance courses offered.

5. This Spring we experimented with an advance registration. After further experimentation with this a study will be made to determine whether we should continue.

6. In planning for the Fall and Spring 1960-61, careful study should be made before courses are listed. Only those courses in which an anticipated registration of 22 is possible should be recommended by Department Chairmen.

EJA:A 5/60

E. J. Ambry, Director Field Services

MONTCLAIR STATE COLLEGE

PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1959 WITH FALL 1958

INDIVIDUAL STUDENTS	Fall 1959	Fall 1958
Number of Individual Students enrolled	1,137	1,064
On-Campus Students:		
Part-Time Students (Fewer than 12 s.h.)	1,087	976
Full-Time Students (12 or more s.h.)	17	13
Total On-Campus Students	1,104	989
Extension Students (exclusively off-campus)	33	75
Total Individual Students Enrolled	1,137	1,064
CLASSIFICATION OF STUDENTS ENROLLED		
Graduate Students	1,087	1,017
Senior Graduates	0	0
Total taking work for graduate credit	1,087	1,017
Undergraduate Students enrolled	50	47
Total Graduate and Undergraduate Students	1,137	1,064
COURSES GIVEN		
Part-Time (OnCampus and Field Trip)	76	70
Extension (Off-Campus)	2	2
Total Courses given	78	72
Total Sections of Courses	83	74
Daytime (Regular undergraduate college courses including student teaching)	46	41
REGISTRATIONS IN COURSES GIVEN (excluding Daytime students)		
Part-Time courses	1,758	1,692
Extension courses (Off-Campus)	33	83
Daytime courses	68	61
Total Registrations in all courses	1,859	1,836
Average number courses taken per student	1.57	1.59
Average number registrations per section of courses offered (Part-Time and Extension - excluding Daytime)	21.5	22.3

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1959 WITH FALL 1958 -2

	Fall 1959	Fall 1958
SEMESTER-HOURS LOAD		
Total number semester-hours taken by all students	4,151	4,082
Average number semester-hours taken per student	3.65	3.83
WEIGHTED ENROLLMENT (Total s.h. divided by 16)		
Equivalent number of Full-time students enrolled	259.4	255.1

Note: (4151 ÷ 15 = 276.7 - 4151 ÷ 14 = 296.5)

SEMESTER-HOURS TAKEN BY STUDENTS

Number of Students	Semester Hours	Total Semester Hours Taken
1	1½	1½
456	2	912
123	3	369
307	4	1228
33	5	165
169	6	1014
20	7	140
9	8	72
1	9	9
1	11	11
8	12	96
1	12½	12½
1	13	13
1	14	14
3	15	45
2	16	32
1	17	17
1,137		4,151

DISTRIBUTION (Graduate and Undergraduate - Men and Women)

	Men	Women	Total
Graduate Students	660	427	1,087
Undergraduate Students	28	22	50
Total Students Enrolled	688	449	1,137

FOREIGN STUDENTS IN THIS DIVISION OF THE COLLEGE

Fontana, Erika Anna	(Austria)
Haqq, Florine Abdul	(India)
Huang, Henry	(Formosa)
Xuan An, Tran Thi	(Vietnam)

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1959 WITH FALL 1958 -3

FINAL REGISTRATIONS (On Campus) Late Afternoon, Evening, and Saturday Courses

				Number of Students	
				Part Time and Ext.	Day-time
us Ed.	A401B	Meth of Teach Book & Accounting	Mrs. Houghton	18	
us Ed.	A421	Fin. & Invest. for Family	Mr. Sheppard	19	
us Ed.	A502	Princ & Prob of Bus Educ.	Dr. Vanderveer	26	
luc.	A201	Human Develop & Behavior	Dr. Seidman	36	
luc.	A202	Human Develop & Behavior	Dr. Gelfond	22	
luc.	A303	Teacher in School & Community	Dr. Morehead	29	
luc.	A304	Princ & Tech of Sec Educ	Mr. Lewin	29	
luc	A401	Develop Educational Thought	Dr. Atkinson	20	
luc.	A406	Educational Sociology	Mr. Lewin	28	1
luc.	A408	Selec & Util A-V Material	Mr. Sheft	23	
luc.	A408	Selec & Util A-V Material	Miss Fantone	26	
luc.	A410	Teaching Materials Workshop	Mr. Dunavan	32	
luc.	A500A	Basic Educational Trends	Dr. Walter	39	
luc.	A500B	Advanced Educ Psychology	Dr. Brower	42	
luc.	A500E	School Adm 2 - Law & Finance	Dr. Morehead	32	
luc.	A500F	School Adm 3 -Community Relat.	Dr. Atkinson	31	
luc.	A502	Organ & Adm of Modern H.S.	Dr. Peckham	39	
luc.	A503	Methods & Instr. Research	Dr. Lutz	31	
luc.	A503	Methods & Instr. Research	Dr. Lutz	25	
luc.	A503	Methods & Instr. Research	Dr. Allen	31	
luc.	A504A	Curriculum Const. in Sec Schools	Mr. Salt	40	
luc.	A505	Org & Adm Extra-Cur Activ.	Dr. Runden	36	
luc.	A521A	Educ & Psych Meas in Guidance	Dr. Seidman	40	
luc.	A529	Field Work in Guidance	Dr. Davis	1	
luc.	A534	Comm. Resources for Guidance	Dr. Runden	29	
luc.	A537	Social Moral Guidance	Dr. Davis	37	
luc.	A538	Group Guid & Counsel Activ.	Dr. Hauer	24	
luc.	A548	Curr Construc in Elem School	Mr. Lewin	17	
luc.	A551	Princ & Tech of Guidance	Dr. Davis	37	
luc.	A556	Improv of Read in Sec Schools	Mr. Buchner	31	
glish	A505	Philosophy & English Poets	Dr. Young	13	
glish	A525	Develop of American Novel	Dr. Fulcomer	37	
glish	A534	Med Epic Saga and Romance	Dr. Krauss	18	
ne Arts	A408	Creative Painting (Cancelled)	Mr. Kampf	--	
ne Arts	A445	Life Drawing	Mr. Harris	11	
ne Arts	A460	Photography: Contem Art Form	Mr. Martens	9	2
ne Arts	A474A	Arts & Crafts in Education	Miss Osgood	21	
ne Arts	A474B	Arts & Crafts in Education	Mr. Vernacchia	16	
og.	A414A	Advanced Econom Geography	Mr. Boucher	21	
alth Ed	A401	Methods and Mat. in Health Ed	Dr. Redd	16	
alth Ed	A408	Driver Education	Dr. Coder	25	
alth Ed	A411	School Health Services	Mr. Schmidt	27	
d. Arts	A101A	Graphic Arts & Drawing I	Mr. Grossman	7	
d. Arts	A101B	Graphic Arts & Drawing II	Mr. Grossman	3	
d. Arts	A302	Graphic Arts & Draw III (cancel.)	Mr. Streichler	--	
d. Arts	A202A	Metals & Power I	Mr. Tressler	10	
d. Arts	A202B	Metals & Power II	Mr. Tressler	10	
d. Arts	A403	Metals & Power III	Mr. Tressler	2	
d. Arts	A501	Curr Const & Course Org I.A.	Dr. Duffy	9	
d. Arts	A520	History of Industrial Arts	Dr. Earl	13	
ng.	A421	French Language Seminar	Dr. Marty	21	
ng.	A421	French Language Seminar	Dr. Marty	21	

REPORT AND COMPARISON OF ENROLLMENTS FOR FALL 1959 WITH FALL 1958 -4

FINAL REGISTRATIONS (On Campus) Late Afternoon, Evening, and Saturday Courses

				Number of Students: Part Time and Ext	Number of Students: Day-time
ath.	A101X	Math Analysis I	Dr. Meserve	21	
ath.	A102X	Math Analysis II	Dr. Meserve	23	
ath.	A400	Educational Statistics	Mr. Maletsky	18	
ath.	A402X	Applications of Math	Dr. Meserve	21	
ath.	A405	History of Mathematics	Dr. Schumaker	8	5
ath.	A415	Differential Equations	Mr. Manheim	7	1
ath.	A453	Differential Calculus	Dr. Schumaker	11	4
ath.	A480	Elements of Logic	Mr. Manheim	18	2
ath.	A503	Foundations of Algebra	Dr. Meserve	21	
ath.	A507	Teach of Gen Math	Dr. Sobel	29	
ath.	A528	Math Mat Stud Activ (Cancel)	Mr. Struyk	--	
ath.	A535	Prof. Sub Mat: Algebra	Mr. Clifford	26	
ath.	A551	Math of Social Science	Mr. Humphreys	7	
ath.	A602A	Workshop on Contem Math I	Dr. Sobel	27	
ath.	A602B	Workshop on Contem Math II	Dr. Sobel	27	
ath.	A602C	Workshop on Contem Math III	Dr. Sobel	26	
usic	A462	Music and The Related Art	Dr. McEachern	24	1
usic	A491	Meth & Mat Teach Wood Instru. (cancelled)	Dr. Christman	--	
iology	A413	Economic Botany	Dr. Kuhnen	17	5
hysics	A405	Light & Optical Instruments	Dr. Smith	12	
cience	A401X	Teach of Science in Sec School	Dr. Reed	20	
cience	A401X	Teach of Science in Sec School	Dr. Gawley	23	
cience	A421	Water Analysis & Purification	Dr. Gawley) Mr. Herman)	24	
oc Stud.	A413	Economic History of U. S.	Mr. Alloway	19	
oc Stud.	A456	International Econ Rela	Dr. Rellahan	15	
oc Stud.	A466	Puerto Rico - Virgin Islands	Mr. Bye	9	
oc.Stud.	A474	America in Transition	Mr. Beckwith	18	
oc Stud.	A475	History of Amer Thought	H. Royer	17	
oc Stud.	A492A	Studies in American Life East	Mr. Bye	31	5
oc Stud.	A493	West Europe Since World War I	Dr. Barker	25	2
peech	E466	Sp Dev. Imp & Reeduc (Cancel.)	E. Kauffman	--	
peech	A468	Measurement of Hearing	Dr. Scholl	17	1
peech	A550	Adv. Study Voice & Sp. Prob	E. Kauffman	15	
raduate	A500	Masters' Theses	Dr. Rellahan	2	
		Subtotal		1,758	29
ff Campus:					
duc.	E200B	Adol Psych & Ment Hyg (Summit)	Miss Fahy	16	
hem.	E415	Modern Chemistry	Dr. Carney	17	
		Subtotal		33	

EGISTRATION SUMMARY:

Part-Time and Extension Students in Part-Time and Extension Classes	1,791	
Daytime Students in Part-Time and Extension Classes	29	
Grand Total		1,820

Note: In most cases where the enrollment figures are fewer than 9 or 10 this course was combined with another and conducted as one course. (Industrial Arts A202A, A202B and A403).

Notes and Observations

- Enrollment data indicates a steady increase:

Fall	Individuals Enrolled	% Increase Over Previous Years
1959	1,137	7%
1958	1,064	36%
1957	782	11%

- In order to operate the Part-Time and Extension Division on a self-supporting basis it is necessary to maintain an average class size of approximately 22 students. This semester the average was 21.5. Since a few courses were offered as combined sections it was possible to operate with this average class enrollment. To maintain this average it is imperative that Department Chairmen consider carefully the number of courses recommended. Unless the College receives State support or a subsidy from other sources, the 22 average must be maintained.

- During this semester we had the first experience of assigning graduate courses on the regular teaching load on a three semester-hour allowance for two semester-hours of teaching basis. In the 1959-1960 College budget it was proposed that ten (10) faculty members be added to the College staff with salaries appropriated. The principle adopted by the College was that the ten positions would be distributed to several departments and graduate courses would be assigned on the 3 for 2 basis. This appropriation for salaries would have represented a State subsidy for the Graduate program and tuition collected would be used to offset only the salaries of the faculty teaching over-load assignments and other operating expenses. If approved, a surplus would then accumulate each year. The principle was adopted, the positions approved, but the money was not appropriated. Therefore, six of these ten full-time faculty positions must be paid out of tuition income, and a relatively high average class size must be maintained to insure payment for these positions and other operating costs.

- As of this date (March 23, 1960) it is anticipated that the above operating plan will be carried on during the next fiscal year beginning July, 1960.

- 60.9% of the graduate courses offered were assigned on regular load. 39.1% were assigned on overtime load.

- 95.5% of the graduate courses offered were taught by regularly appointed faculty members and 4.5% by visiting faculty.

- 70.6% of the undergraduate courses offered were taught by regularly appointed faculty members and 29.5% by visiting faculty.

- Class sizes were as follows: (Includes Daytime Students)

Size	No. of Sections
1-10	13
11-20	24
21-30	31
31-40	14
41-50	1
Total	83

Notes and Observations (Cont.)

. To plan for the students we are serving a balance of course offerings sho ld be arranged. We should continue to plan for the offering of 80 to 90 courses geared to an anticipated 1,200 to 1,300 Part-Time and Extension students. The courses should be planned as follows: One-third to meet the needs of students seeking initial certification; one-third for matriculated M.A. students; and one-third for students working beyond the M.A. for advanced certification or salary equivalency.

. New I.B.M. registration cards have been designed and will be used for the first time in the Spring 1960 registration.

. An addition to the office staff was made at the beginning of this semester. Mrs. Maxine Bullard was employed as a full-time Senior Clerk Stenographer to replace Miss Pescatore (temporary summer school employee).

0. On December 28, 1959, Mrs. Catherine Atkinson was employed to replace Mrs. Black as Senior Clerk Stenographer.

1. Present Part-Time and Extension staff is as follows:

Director Field Service — E. J. Ambry
Senior Clerk Stenographers:
- Rose Metz (½ Part-Time and Ext. ½ Graduate Office)
- Maxine Bullard
- Catherine Atkinson

2. Office hours of the Part-Time and Extension Division are as follows:

Fall and Spring (On days when classes are in session)

Monday	8:30 a.m. to 7:00 p.m.
Tuesday	8:30 a.m. to 7:00 p.m.
Wednesday	8:30 a.m. to 4:30 p.m.
Thursday	8:30 a.m. to 7:00 p.m.
Friday	8:30 a.m. to 4:30 p.m.
Saturday	8:30 a.m. to12:00 Noon

(Saturday coverage is shared by staff members from this office and the College Registrar's office on a rotating basis.)

Summer Session hours will be:

8:00 a.m. to 4:00 p.m. on all days when classes are in session, - - - Saturday classes - 8:00 a.m. to 12:00 Noon

3. The Part-Time and Extension Office will continue to explore new and more efficient ways in which to serve the students enrolled and the faculty involved. Suggestions are always welcome.

Respectfully submitted,

Edward J. Ambry
Director, Field Services

JA:A
/24/60

MONTCLAIR STATE COLLEGE

PART-TIME AND EXTENSION DIVISION

REPORT AND COMPARISON OF ENROLLMENTS FOR SUMMER 1959 WITH SUMMER 1958

	Summer 1959	Summer 1958
INDIVIDUAL STUDENTS		
Number enrolled in on-campus courses	932	628
Number enrolled in off-campus courses	0	79
MSC Undergraduates in Special Music ($\frac{1}{2}$ cr.)	4	3
TOTAL	936	710
CLASSIFICATION OF STUDENTS ENROLLED		
Graduate Students	692	563
Undergraduate Students	244	147
TOTAL	936	710
COURSES GIVEN		
On-Campus	86	82
Off-Campus	0	4
Special Music Off-Campus ($\frac{1}{2}$ cr.)	4	3
Total Number of Sections (Split courses, Double sections, etc.)	104	99
REGISTRATIONS IN COURSES GIVEN		
Field Studies Courses (Off-Campus)	39	35
Driver Education	37	44
Special Music Courses ($\frac{1}{2}$ Cr.)	4	4
Other Summer Session Courses	2,021	1,641
TOTAL	2,101	1,724
Average number of courses taken per student	2.24	2.43
Average number registrations per section of courses offered	20.2	17.4
SEMESTER-HOURS LOAD		
Total number of semester-hours taken by students	4,689	3,854
Average number of semester- hours per student	5.0	5.4
WEIGHTED SCORE - Equivalent number of full-time students		
Total semester-hours divided by 16	293.9	240.9
Total semester-hours divided by 15	312.6	256.9
Total semester-hours divided by 14	334.9	275.3

(This information is furnished to supply figures for State Department of Education questionnaires when the divisor is different from that used at Montclair State College.)

SEMESTER HOURS TAKEN BY STUDENTS

Number of students	Taking S. H.	Total S. H. Taken
3	1/2	1 1/2
121	2	242
94	3	282
183	4	732
38	5	190
349	6	2,094
39	7	273
106	8	848
3	9	27
936		4,689 1/2

DISTRIBUTION (Graduate and Undergraduate) - (Men and Women)

	Men	Women	Totals
Graduate Students	416	276	692
Undergraduate Students	129	115	244
TOTAL STUDENTS ENROLLED	545	391	936

DISTRIBUTION OF ENROLLMENT BY SECTIONS

Number of class sections with enrollments between:

1- 9	23
10-19	31
20-29	25
30-39	17
40-49	5
50-99	3
TOTAL	104

FINAL REGISTRATIONS

Bus. Ed.	S5 A	Imp of Inst. in Bus. Ed: Gen. Bus.	Dr. Haas	10
Bus. Ed.	S520B	Imp. of Inst. in Bus. Ed: Bookkpg., Acctg., and Bus. Arith.	Dr. Haas	12
Bus. Ed.	S532	Field Studies and AV aids in Bus. Ed.	Mr. Sheppard	8
Bus. Ed.	S542A	Advanced Business Law Cases I	Cancelled	
Educa.	S200A	Child Growth & Development	Dr. Walter	25
Educa.	S200B	Adol. Psych & Mental Hygiene	Dr. Lutz	44
Educa.	S201	Human Develop. & Behavior, I	Dr. Seidman	35
Educa.	S202	Human Develop. & Behavior, II	Cancelled	
Educa.	S300A	Aims and Org. of Secondary Educa.	Mr. Lewin	44
Educa.	S300B	Princ. & Tech. of Teach. in Sec. Sch.	Mr. Lewin	39
Educa.	S303	The Teacher in Sch. and Community	Dr. Kennedy (I)	34
Educa.	S303	The Teacher in Sch. and Community	Dr. Seidman (II)	29
Educa.	S304	Princ. & Tech. of Secondary Educa.	Dr. Kennedy	32
Educa.	S400A	Princ. & Phil. of Secondary Educa.	Mr. Buchner (I)	30
Educa.	S400A	Princ. & Phil. of Secondary Educa.	Mr. Lewin (II)	38
Educa.	S400A	Princ. & Phil. Of Secondary Educa.	Mr. Salt (III)	34

Educa.	S406	Educational Sociology	Dr. Davis	16
Educa.	S408	Select. & Util. of A. V. Materials	Miss Fantone	46
Educa.	S409	Radio & Sound Equip. in the Class	Mr. Sheft	19
Educa.	S461	The Jr. H. S. Curriculum	Dr. Gelfond	24
Educa.	S500A	Basic Educational Trends	Dr. Walter	18
Educa.	S500C	Recent Trends in Sec. Sch. Methods	Mr. Salt	18
Educa.	S500D	School Admin. I: Funct. & Org.	Dr. Walter	28
Educa.	S500E	School Admin. II: Law and Finance	Dr. Morehead	19
Educa.	S500F	School Admin. III: Comm. Relations	Dr. Atkinson	15
Educa.	S502	Org. and Admin. of the Modern H. S.	Dr. Atkinson	16
Educa.	S503	Methods & Instruments of Research I	Dr. Froehlich	18
Educa.	S503	Methods & Instruments of Research II	Dr. Froehlich	22
Educa.	S503	Methods & Instruments of Research III	Dr. Froehlich	18
Educa.	S505	Org. & Admin. of Ex-Curr. Activities	Dr. Morehead	29
Educa.	S505	Org. & Admin. of Ex-Curr. Activities	Dr. Willing	31
Educa.	S508	Sup. of Instr. in the Sec. Schools	Dr. Atkinson	17
Educa.	S529B	Field Work in Guidance	Dr. Davis	1
Educa.	S530B	Wkp. in Corr. & Rem. Read. in Sec. Sch.	Cancelled	
Educa.	S534	Community Resources for Guidance	Dr. Gelfond	32
Educa.	S536	Educational Guidance	Dr. Booth	30
Educa.	S550	Child & Adol. Development	Dr. Booth	35
Educa.	S551	Princ. & Tech. of Guidance	Dr. Gelfond	49
Educa.	S553	Core-Curr. & Life Adj. Prog. in H. S.	Mr. Salt	15
Educa.	S554A	Psy. & Educa. of Exceptional Children	Dr. Booth	15
Educa.	S556	Imp. of Read. in the Sec. School	Mr. Buchner	19
Educa.	S601C	Workshop in Educa. (Youth)	Dr. Davis	1
Educa.	S602	Seminar in Guidance	Dr. Davis	19
English	S100C	Fundamentals of Writing	Mr. Pettegrove	17
English	S401X	The Teaching of Eng. in Sec. Sch.	Dr. Fulcomer	41
English	S536	Philosophy of Great Literature	Dr. Young	9
English	S544B	Shakespeare (Comedies)	Dr. Bohn	24
English	S545A	American Literature Part I	Mr. Conrad	33
English	S545B	American Literature Part II	Mr. Conrad	17
English	S546	Modern Drama	Dr. Bohn	14
English	S548	Fiction as Image of World History	Dr. Young	31
Fine Arts	S102A	Ceramics Pottery and Sculpture	Mr. Vernacchia	11
Fine Arts	S301B	Art in Commerce and Industry	Mr. Vernacchia	1
Fine Arts	S406A	Art Workshop I	Mr. Vernacchia	10
Fine Arts	S406B	Art Worlshop II	Mr. Vernacchia	3
Fine Arts	S474A	Arts and Crafts in Education I	Cancelled	
Fine Arts	S474B	Arts and Crafts in Education II	Cancelled	
Fine Arts	S500X	Contemporary Art.	Mr. Vernacchia	11
Ind. Arts	S101	Graphic Arts and Drawing	Mr. Tressler	1
Ind. Arts	S201B	Wood and Crafts II	Mr. Tressler	1
Ind. Arts	S202A	Metals and Power I	Mr. Tressler	1
Ind. Arts	S301A	Wood and Crafts III	Mr. Tressler	1
Ind. Arts	S401	Comp. Gen. Shop for Elem. & Jr. H.S.	Mr. Tressler	6
Ind. Arts	S402	Comp. Gen. Shop for Sr. H. S.	Mr. Tressler	5
Ind. Arts	S502	Shop Plan.&Equip. Select. in I.A. Ed.	Dr. Duffy	15
Ind. Arts	S504	Research & Experimentation in I.A. Ed.	Mr. Tressler	1
Ind. Arts	S511	Supervision of Industrial Arts	Dr. Earl	16
Math.	S300	The Social Uses of Mathematics	Mr. Manheim	40
Math.	S400	Educational Statistics I	Mr. Humphreys	27

Math.	S400	Educational Statistics II	Mr. L. Reed	28
Math.	S400	Educational Statistics III	Mr. L. Reed	28
Math.	S401X	The Teaching of Math. in Sec. Sch.	Mr. Humphreys	20
Math.	S405	History of Mathematics	Mr. Struyk	18
Math.	S407	Advanced Calculus	Mr. Manheim	10
Math.	S506	Curr. Research in Sec. Math.	Cancelled	
Math.	S508	Foundations of Geometry	Mr. Schumaker	22
Math.	S510B	Appl. of Math.: Sci., Art and Music	Cancelled	
Math.	S517	The Theory of Numbers	Mr. Schumaker	32
Math.	S525	Curr. & Teach. of Jr. H. S. Math.	Mr. Humphreys	8
Math.	S530	Math. Mat. & their Appl. in the Teaching of Math.	Mr. Struyk	18
Math.	S503	Foundations of Algebra	Dr. Norman	76
Math.	S508	Foundations of Geometry	Dr. Meserve	50
Math.	S522	Introd. to Probability and Statistics	Mr. Clifford	50
Math.	S525	Curr. & Teach. of Jr. H. S. Math.	Miss Hill	27
Math.	S601X	Wkp: Curr. Problems in the Math. Field	Mr. Maletsky	27
Music	S460	Music Studies in Europe	Cancelled	
Hlth. Ed.	S408	Driver Education I	Dr. Coder	20
Hlth. Ed.	S408	Driver Education II	Dr. Coder	17
Hlth. Ed.	S411	School Health Services	Mr. De Rosa	22
Phys. Ed.	S404	Tests and Meas. in Phys. Ed.	Dr. Tews	9
Phys. Ed.	S409	Organ. and Admin. of Phys Ed.	Dr. Tews	11
Biol.	S407	Comparative Embryology	Cancelled	
Biol.	S501	The Teach. of Biol. in Sec. Schools	Cancelled	
Chem.	S408B	Industrial Chemistry, Part II	Dr. Cawley	20
Chem.	S411	Physical Chemistry, Part I	Dr. McLachlan	6
Physics	S512	Modern Physics	Dr. Smith	18
Sci.	S401X	The Teach. of Sci. in Sec. Schools	Dr. R. Reed	27
Sci.	S418	Three Cent. of Science Progress	Dr. R. Reed	23
Soc. St.	S202X	The Develop. of the U. S.	Dr. Clayton	12
Soc. St.	S401X	The Teach. of Soc. St. in Sec. Sch.	Dr. Moffatt	36
Soc. St.	S408A	A History of New Jersey	Dr. Moffatt	20
Soc. St.	S419	American Political Biography	Dr. Clayton	26
Soc. St.	S461	New England and French Canada	Mr. Bye	26
Soc. St.	S469	Mexico	Mr. Bye	14
Soc. St.	S475	The History of American Thought	Dr. Clayton	32
Soc. St.	S476	Personality Devel. & Group Relations	Cancelled	
Soc. St.	S522	The Develop. of Economic Institutions and Ideas	Dr. Rellahan	20
Speech	S100D	Fundamentals of Speech	Mr. Fox	12
Speech	S411	Advanced Speech Pathology	Dr. Scholl	8
Speech	S436	Fundamentals of Stage Lighting	Mr. Fox	8
Speech	S454	Training the Speaking Voice	Mr. Fox	2

Note: For this summer, the critical cut-off point for operation of courses was eight students. Courses listed above with fewer students were combined with other courses or were listed as combination courses in the Summer Bulletin.

Notes and Observations

1. Enrollment in the Summer Session has shown a steady increase over the last five year period but reflects a sharp increase in the summer of 1959 over the summer 1958.

Summer	Individuals Enrolled	Number Increase over previous year	% of increase over previous year
1959	936	226	32.25
1958	710	57	8.73
1957	653	74	12.78
1956	579	15	2.66
1955	564		

2. The sharp increase in enrollment is the result of new programs or increased numbers in the following: a) Dreyfus Foundation program, b) National Science Foundation program, c) larger percentage of M.S.C. undergraduates and d) certification courses.

3. Based on the above, the estimated enrollment for the Summer of 1960 is 1,000 students.

4. During this Summer Session we operated both the old curriculum certification offerings (Ed. 200A, 200B, 300A, etc.) and the new (Ed. 201, 202, 303, etc.) This session served as a change-over period to the new program and will be the last time we will offer the old curriculum certification series of courses to Part-Time and Extension students.

5. Faculty salaries were increased as a result of State Board of Education action. Salaries paid were:

Professor	$200.00 per semester hour
Associate Professor	$185.00 per semester hour
Assistant Professor	$170.00 per semester hour
Visiting Lecturer	$170.00 per semester hour

Exceptions to the above scale of salaries were made in the case of faculty serving in the National Science Foundation program and the courses sponsored by the Dreyfus Foundation funds. These exceptions were made because of the availability of additional funds or as a result of committments made before the above scale was announced.

6. Because of the increased cost of salaries and the State Board of Education decision to make the operation of the Part-Time, Extension and Summer Session entirely self-supporting, we experience a tight financial situation. Before the summer session began, it was determined that an average class size of 22 enrolled students would be required to meet the "break-even point" in operating expenses. After the registration period and after several classes were closed because of low enrollment, or combined to make up a fair-size class, the average class size was equated at 22.4. Efforts were made to decrease the

number of student scholarships (which are charged against Summer Session income) and to be prudent in all expenditures. As a result, the Summer Session did not operate in the red. It is anticipated that enrollments will continue at a high level during the remainder of the fiscal year and that by June 30,1960 the operation of the Extension program will be solvent.

7. Attempting to register the anticipated 1,000 students next summer will present many problems. In order to reduce the number of students registering on the one day set aside for this phase of the Summer program, plans are being formulated to allow for advance registration for M.S.C. undergraduates and for students matriculated for the M.A. Degree at this colllege. These plans will be announced sometime early in the Spring 1960.

8. Record keeping, accounting, preparing class lists, obtaining grades from faculty and preparing for the August graduation are severe problems in the summer session. Actually, the office staff assigned to this work must accomplish in six weeks what is normally a sixteen week semester assignment. Civil service personnel work fewer hours during summer months and vacation. schedules take some employees out of the office for long periods of time. This results in increased pressure on those expected to accomplish the necessary tasks. I recommend that a survey be made of secretarial and clerical personnel and that, if possible, personnel be reassigned to the Summer Session office and to the Registrar's office during the summer months. The Summer Session is an "all-college" responsibility and not just the responsibility of the Part-Time and Extension Division. This is especially true as we serve increased numbers of M.S.C. undergraduates. The total number of undergraduates registered in the summer of 1959 was 244 compared with 147 in the summer of 1958 (not all of these were M.S.C. students but the vast majority were).

9. In the past we have used IBM data cards for some of the record keeping processes in this Division of the College. During the Summer 1959, several steps were added so that Tape Converters, Inc. of Wayne, N. J. now process tuition rolls, class lists and student report cards. The procedure used this summer was not satisfactory, but corrections have been made, new cards have been designed, and after some experience with this method of preparing reports, it is anticipated some saving in labor and time will result.

10. In conclusion it can be stated that the 1959 Summer Session was successful. All personnel cooperated and put a great deal of extra time and energy into the work required. In fact, it was so successful that the Summer Session Director was able to take some vacation time during the month of August (for the record -- the first summer vacation in the nine years since employed at M.S.C.)

Respectfully submitted

Edward J. Ambry
Director, Field Services

EJA:mrb

MONTCLAIR STATE COLLEGE

DEPARTMENT OF PUBLIC RELATIONS

REPORT TO THE PRESIDENT

ACADEMIC YEAR

1959-60

REPORT ON PUBLIC RELATIONS

During the course of 1959-60 the Public Relations program of the college showed some positive progress.

A. Newspapers - Montclair State's relationship with local papers was good.

With The Montclair Times our relationship was so good that some issues looked like "The Montclair State Times." We were given permission to run a weekly column if we desired and good features were printed at our instigation.

The Newark Evening News covered our activities to a fair degree including some feature material. Our sports coverage was good due to the co-operation of Bill Kosuscko of the News and the excellent work of Fred Belchicoff, '60, who handled sports publicity.

The Passaic Herald News gave us more coverage than in the past, including feature material.

The Paterson papers only printed local stories with few exceptions. They contend that their main interest is Paterson State College.

The Bergen Evening Record covered our activities fairly well on general releases, but their major interest was local.

The Newark Star Ledger, outside the sports pages, ignored us, but we're in good company since their major interest does not fall in the area of education.

The weekly papers throughout the state gave us good coverage on individual stories on elections to class office, participation in plays and musical activities, and honors.

Features were written about Montclair or Montclair activities in Elizabeth, Perth Amboy and Red Bank, as well as in the local area.

A few items made the New York papers including a lead headline on the sports page.

Our personal relationship with local papers is friendly. They are most co-operative.

B. Radio and Television - The coverage we received on the air was spotty, but such things as plays, alumni activities, musical events, athletics were announced through our efforts on ten different stations.

We co-operated with the New Jersey Education Association on a series of five minute programs and during the summer Mr. Buchner, Mr. Ambry, Mr. Alloway, Dr. Tews, Dr. Duffy, Dr. Wacker and Dr. Reed will be heard on many New Jersey stations. In addition, Bill Maynard was able to obtain several fifteen minute programs from Dr. Tews and Mr. Ambry.

In television our coverage was almost nil except for the Bond Issue Campaign.

C. Professional Groups and Magazines - Our public relations with professional groups and magazines was good. We had a good feature in the Federated School Board Journal, The N. J. E. A. Review gave us only fair coverage because we did not send them enough material.

D. General Public - With the general public our relations were very good. Through the many activities in Life Hall, concerts, meetings, and activities we have made many friends. Our charges for the use of facilities did discourag many friends. We could do better if we had a speakers bureau.

E. Parents - Our relationship with parents was fair to good, but we make enemies with our ridiculous switchboard set-up. One parent who calls at 8:00 a. m. or at 5:30 p. m. on a wintry day and gets the boiler room is an enemy made.

Through invitations to various affairs we have encouraged parent participati pation; we should expand this.

F. Student Body - Our public relations with our own student body is poor. We do not use the student publication fully enough. Even officers of the Student Government Association are hazy about college policy.

Our academic advisory set-up is so bad that it makes students confused. The students have little rapport with most of the faculty. There is no policy of office hours apparent to the students. The student's rightly expect that the faculty should attend some of the student activities. No freshman can be expected to know how best to use a faculty - some guidance is required - but not given now.

G. Alumni - Public Relations with alumni has been good due to the excellent work of Mrs. Garland. Much still has to be done to improve the communications with alumni, which are now clogged by a fossilized mailing system. Some credit must also be directed toward the Alumni Board which has been responsive to the growing needs of the college.

H. Faculty - Public Relations with our own faculty have suffered with the growth of the college. The lines of communication that appear on the Faculty Handbook tend to become hazy in practice. Many of the new members of the faculty are concerned by "slights" and "discourtesy" of the top administration when actually the problem is one of communication break-down.

Faculty members are not unanamous about the value of public relations. Some departments provide two or three good stories a week. The math department is a good example of excellent co-operation. The other end of the scale is the home economics department, which turns in material for good stories too late.

Part of our faculty faculty relations problem stems from an attitude of "this is the way we've always done it" in the second and third echelons of administration. We must encourage the awareness that change is inevitable and that at times delegation of authority to act is the only alternative to petrification, otherwise in a few years we will creak to a halt.

I. Town of Montclair - Our relationship with the town of Montclair is good, but it is like a family relationship that must be shored up with good works, understanding and forbearance. More attention should be paid to the small amenities such as regular invitations to the town fathers to all affairs on campus, a brief note from time to time on progress of buildings. In a word, we should anticipate trouble and nip it before it gets out of hand.

J. School Boards, School Systems, Educators, Teachers - Public relations with school boards, school systems, educators and teachers is not at highest level. We can improve this by playing host at least once a year to the ten Northern County Education Associations, the various administrative and professional societies, special attention should be given the guidance people and the superintendents.

II. For 1960-61 we should build on the contacts we have made. We should work on The Newark Evening News, The Passaic Herald News and the Bergen Evening Record. We should plan more feature material based on the preliminary success during 1959-60.

We should have a better liason with students, parents and alumni, We should try to build more bridges into the town.

We should establish a Speakers Bureau (compensated speakers).

If the volume of public relations releases is to increase we must consider secretarial help. The student help this year was excellent and faithful, but not steady (eg. the senior releases go out during the final exam period when there is a minimum of student help.)

We need a picture file of all faculty members (cost $220.00). We also need 100 more and better campus shots (cost $150.00 plus .30 per contra pictures). We need pictures of student leaders (cost $40.00). We need facilities for more typists. We need at least three good typewriters, one electric with executive type.

The work-scholarship method of getting work out breaks down at times especially on Friday during examinations, and at the beginning and end of terms.

The policy of having a part-time director of public relations has disadvantages as far as time is concerned for certainly the nine hours listed on the schedule for public relations is small. However, the teaching of classes in composition, the job of advisor of the Montclairion, the job of adviser to a group of English majors, the editorship of the Alumni Life and advisership of a student fraternity and the (open-door policy" in the public relations office help keep the public relations director in touch with college affairs.

In summary - it has been hectic, we haven't had enough help, (Joan Marx pitched in when we were desperate), we have made some errors, but none were fatal. It has been a fairly successful year and a productive year in public relations.

Respectfully submitted,

Morris G. Mc Gee

Morris G. Mc Gee, Coordinator
Public Relations

MONTCLAIR STATE COLLEGE

THE LIBRARY

REPORT TO THE PRESIDENT
Academic Year
1959-1960

I. TRENDS AND DEVELOPMENTS

A. STAFF CHANGES

The new position of Senior Librarian in the State Civil Service was added this year. It was therefore possible to promote Miss Selma Harris, Junior Library assistant to the new position. The Library employed Mrs. Lillian Jones from the Civil Service List as Junior Library assistant. Mrs. Jones is a graduate of Miles College, Birmingham, Alabama, and has taught in the public schools of Alabama. Her manner and relations with the students and staff is excellent.

Miss Marie Smith, Senior Clerk Stenographer retired September 1, 1959, to replace her the library secured Mrs. Ida Resistano. Mrs. Resistano transferred to the office of the Dean of Students at mid year. The Library secured Miss Patricia Kozier as Senior Clerk Stenographer. Miss Kozier was able to work very closely with Miss Gibson who took over and reorganized order procedure for the library.

Because of the much greater enrollment than was anticipated the library was able to secure Mrs. Ida Capehart, a graduate of Peabody Library School on 2/5 time. Mrs. Capehart working two days a week was able to assist with Reference and to reorganize and list the file of graduate studies. Mrs. Angoff was again on the staff for 3/5 time as assistant cataloger, needed because Dr. Lenel, the cataloger, was teaching German eight hours a week.

B. BUILDING AND EQUIPMENT

During the summer of 1959 after many requests the main library reading room was painted from a dirty school room brown to a nice clear green. This action made a tremendous difference in the appearance of the room.

New Herman Miller tables and modern fiberglass chairs were purchased by the Education Department and put in the curriculum and textbook library.

The Registrar's office brought its microfilm reader into the library. The Library purchased a microfilm cabinet and subscribed to the microfilm

edition of the New York Times.

C. LIBRARY INSTRUCTION

The freshman library orientation program was held in the college auditorium because the library painting had not been completed the first week of the college session. This made the orientation period very difficult.

II. SPECIAL EVENTS AND ACCOMPLISHMENTS

A. STAFF ACTIVITIES

Dr. Lenel, Miss Gibson and Miss Cridlebaugh attended the College and University section of the New Jersey Library Association fall meeting at Glassboro State College. Miss Gibson met and worked with the Essex County Reference Libraries on the Serial holding of Essex County Libraries.

Miss Merlehan and Miss Cridlebaugh attended the spring meeting of the New Jersey Library Association, at Atlantic City. Miss Merlehan registered for courses in the Library Doctorate program at Rutgers University, School of Library Service. Miss Harris continued her program in the Graduate division of Rutgers University School of Library Service.

Miss Cridlebaugh and Mrs. Angoff attended the American Library Association and Canadian Library Association, Montreal, Canada, in June 1960.

B. The activity to which most of the Library Staff's time was devoted was the planning of the new library and writing the program for the architect. Miss Merlehan was Chairman of the Committee.

III. GIFTS AND GRANTS

A great many new and recent courses of study from New Jersey secondary and junior high schools were gifts to the Curriculum Laboratory. The response of the textbook publishers to a request from Miss Cridlebaugh for new texts and editions was gratifying.

The gift of the Class of 1960 to the College was the new Encyclopedia of World Art.

IV. RECOMMENDATIONS

1. A complete inventory of the library book stock must be taken before moving into the new building.

2. There is a continuing need, which I must emphasize again, for additional library staff, clerical and professional, in order to maintain library services.

Respectfully submitted,

Anne B. Cridlebaugh

Anne B. Cridlebaugh
Librarian

III. STATISTICS 1959/60

A. ACCESSIONS AND WITHDRAWALS

	Main	Textbook Exhibit	Total Main	High School	Total
in Library July 1, 1959	73,696	6,312	80,008	4,691	84,699
added 59/60	2,019	55	2,074	175	2,249
TOTALS	75,715	6,367	82,082	4,866	86,948
Withdrawals 1959/60	356	169	525	37	562
TOTAL IN LIBRARY JULY 1, 1960	75,359	6,198	81,557	4,829	86,386

B. BUDGET AND EXPENDITURES

	Budget	Expenditures
Books- Main and H.S.	$10,500	$10,396.68
Periodicals	2,500	2,630.57
Binding	1,000	826.79
Supplies	1,000	1,161.59
Total	$15,000	$15,015.63

C. CIRCULATION

Reserves	11,652
Non Reserves	44,935
Total	56,587

of which 3,614 were Faculty loans.

[illegible]

MONTCLAIR STATE COLLEGE

COLLEGE HIGH SCHOOL LIBRARY

REPORT TO THE PRESIDENT

Academic Year
1959-1960

1. PHYSICAL FACILITIES

Two improvements have been made in the equipment of the library during the past year. The overcrowding of the shelves is being relieved by the acquisition of two new sections of shelving. This will make it possible to accomodate all of the current library volumes and also provide some space for expansion. The antiquated librarian's desk is being replaced with a modern, compact desk which not only will save space in the room, but will also provide more effective working conditions for the librarian.

There remains a very urgent need for new tables and chairs to replace those now in the library. These are rapidly disintegrating and represent a real safety hazard to the students. The replacements were included in the librarian's furniture order last year, but were not retained in the final purchase.

The room itself is in need of painting, improved lighting, and would also benefit greatly from accoustical treatment.

2. ACTIVITIES OF THE LIBRARIAN

A. INSTRUCTIONAL

Orientation instruction in the organization and use of the library was given to the seventh grade students and all others who were new to the school last year. Special instructional periods were devoted to the seventh, eighth , ninth, and tenth grade social studies classes in regard to the materials in this field.

The librarian also addressed the college students in the course of Literature for Adolescents.

B. OTHER ACTIVITIES

Individual students were assisted throughout the year with their personal reference reading problems. Several college students made an extensive use of the College High School Library, particularly in connection with their English courses.

WENATCHEE STATE COLLEGE

WILLARD HIGH SCHOOL LIBRARY

REPORT TO THE PRINCIPAL

Academic Year
1959-1960

I. PHYSICAL FACILITIES

Two improvements have been made in the appearance of the library during the past year. The appearance of the shelves is being relieved by the installation of two new partitions of molding. This will make it possible to accommodate all of the current library volume and also provide some room for expansion. The adjacent librarian's desk is being replaced with a modern, compact desk which will not only save space in the room, but will give periodic more effective working conditions for the librarian.

There remains a very urgent need for new tables and chairs to replace those now in the library. These are really disintegrating and represent a real safety hazard to the students. The fluorescents were installed in the librarian's furniture order last year, but were not retained in the final purchase.

The room itself is in need of painting, improved lighting, and would also benefit greatly from acoustical treatment.

II. ACTIVITIES OF THE LIBRARIAN

A. INSTRUCTIONAL

Orientation instruction in the organization and use of the library was given to the seventh grade students and all seniors who were new to the school last year. Special instructional periods were devoted to the seventh, eighth, ninth, and tenth grade social studies classes in regard to the materials in this field.

The librarian also addressed the college students in the course of literature for adolescents.

B. OTHER ACTIVITIES

Individual students were assisted throughout the year with their personal reference reading problems. Several college students made an extensive use of the College High School Library, particularly in connection with their English courses.

The librarian noted a considerable improvement in the attitude of the students toward the library. They are beginning to realize the values of using it as a library, rather than as a recreation center or an auxiliary snack bar. The members of the faculty are beginning to make more extensive use of the library and are encouraging their students to take greater advantage of its facilities.

The two work scholarship students who have been assigned to the library have proven very helpful, both for clerical work and for supervision during the lunch hour. One additional student could be used to advantage.

The book collection is being brought up to date and being made more suitable for the needs of these secondary school students. The direct purchasing and processing of the books by the librarian has greatly facilitated their use by the students.

C. LIBRARY CLUB

In addition to the customary functions of a library club the College High School Library Club engaged in two special activities during the year. The club sponsored a Christmas Tea for the faculty of the school. The club also was taken on a tour of the Wilson Publishing Company in New York City. The Wilson Company specializes in library books and materials.

The librarian also acted as advisor to the Sophomore Class.

3. STATISTICS

Books in the Library, June, 1960	4691
Books added during Year	
By Direct Purchase	101
By Special Fund	18
By College Purchase	65
Total in Library	4875
Books Withdrawn During the Year	37
Balance	4838
Total Circulation	2881

4. RECOMMENDATIONS

A. Replacement of Library Tables and Chairs
B. Accoustical Treatment of the Library
C. Improvement of Lighting Facilities
D. Painting of the Library
E. New Draperies for the Windows

Respectfully Submitted,

Dorothy Walter

Dorothy Walter
Librarian

The librarian acted a good deal as assistant in the activities of the students during the library. They are endeavoring to develop the values of using it as a library. Pupils use it as a recreation center or an activity room, too. The members of the faculty are endeavoring to make more extensive use of the library and encouraging their students to take greater advantage of its facilities.

The two work scholarship students who have been assigned to the library have proven very helpful, both for clerical work and for supervision during the lunch hour. One additional student could be used to advantage.

The book collection is being screened as to date and being made more suitable for the needs of these secondary general students. The direct purchasing and processing of the books by the librarian has greatly facilitated their use by the students.

C. LIBRARY CLUB

In addition to the monthly fourth Tuesday of a library club the College High School Library Club engaged in two special activities during the year. The club sponsored a Christmas tea for the faculty of the school. The club also ran a booth on a tour of the Illinois Publishing Company in Sun Dial City. The Illinois Counsor associations a library books and materials.

The librarian also acted as advisor to the Sophomore Class.

D. STATISTICS

Books in the library, June, 1950 [illegible]

Books added during year

By direct purchase	101
By special fund	12
By College transfer	[illegible]
Total in library	[illegible]
Books withdrawn during the year	[illegible]
Balance	[illegible]
Total Circulation	[illegible]

4. RECOMMENDATIONS

A. Replacement of library tables and chairs
B. Increased Treasury of the library
C. Improvement of lighting facilities
D. Painting of the library
E. New draperies for the windows

Respectfully submitted,

[illegible]

Mrs. Ruth Ellis
Librarian

Montclair State College

College High School

Report to the President

1959 - 1960

I. New Developments.

A. Seventh and eighth grade classes in English and social studies were taught by the same teachers. This organization enabled students to move gradually into the completely departmentalized high school program and to benefit from a two-year sequence of teachers.

B. A specific room was made available for language instruction. This provision enabled the department to adequately equip a room for language use.

C. Home economics for junior high school boys was inaugurated thereby broadening observational opportunities in this field.

D. Tenth grade biology was organized to provide college students with observations in a class situation designed to care for extreme individual differences.

E. Music appreciation was offered as an elective course for high school students. This class broadened the observational opportunities for music majors.

F. Home Economics was offered as an elective in grades nine through twelve, but the class did not fill.

G. Industrial Arts was eliminated from the junior high school grades. The department felt that the shop facilities were inadequate for effective demonstrations.

II. Building maintenance.

A. A new teacher's desk and several book racks were added to the library.

B. The basement, auditorium, first floor corridor, girls and boys shower rooms, and portions of rooms 3, 4, 8, and 13 were repaired and repainted.

C. Window shades were repaired or replaced throughout the building.

Bonaventure Junior College

Gaspé, Que.

Report to the Inspectors

1969 - 1970

I. Pre Developments.

1. Records are slowly being placed in English and social studies were taught by the same teacher. This inevitably meant students in some grades lost the continuity experienced in most grades and to benefit from a different approach of teachers.

2. A English class was made available for language instruction. This provided needed relief for those not in academic need of more in language use.

3. Some accounts for junior high school were transferred. Transfer produced considerable apprehension in mid 1969.

4. Table grade history was organized to provide college students with observations in a class situation designed to test for students learned difficulties.

5. Audio recordings were utilized as an alternate source for high school students. This gave students the conversational experience for media review.

6. Some teachers were -- forced or no alternate to produce some teaching tables, but the class did not fail.

7. Discussed were not eliminated from the basic list, minor grades. The department felt that the core facilities were inadequate for alternate conversations.

II. Building maintenance.

1. A new department's consumed several week years were added to the library.

2. The laboratory, auditorium, library, home economics, drafting and boys shower rooms, and corridors of rooms 3, 4, 5, and 12 were repaired and repainted.

3. Minimum amount were expended for regularly scheduled maintenance of the building.

III. Statistical.

Table 1

College High School Enrollment 1959 - 1960

	7th	8th	9th	10th	11th	12th	total
Boys	15	15	16	15	14	12	90
Girls	15	15	14	15	16	13	88
Total	30	30	30	30	30	28	178

Number of teachers devoting full time to College High School	1
Number of teachers devoting part time to College High School	39
Number of graduates in June 1960	28

Table 2

Summary of departmental student observations
at College High School 1959 - 1960

Business	88
English	2966
Mathematics	1364
Science	1605
Social Studies	3046
Spanish	27
French	29
Latin	23
Music	171
Home Ec.	60
Total Observations	9379

III. Registration.

Table 2

Cottage High School Enrollment 1957 - 1960

	1960	1959	1958	1957	1956	1955
Boys	15	12	16	15	14	10
Girls	17	15	13	14	12	10
Total	32	27	29	29	26	20

Number of teachers employed 1957 time to cottage high school 2

Number of teachers employed over time to cottage high school 3

Number of graduates in June 1960 21

Table 3

Summary of departmental student course enrollment at Cottage High School 1960 - 1961

Business	4h
English	32h
Mathematics	14h
Science	14h
Social Studies	32h
Spanish	4r
French	3r
Latin	4r
Music	1r
Home Ec.	2r
Total Enrollments	110

IV. Recommendations.

The following recommendations have been included in other reports; however, in view of the new understanding between the college and the State Department of Education it is hoped that a greater effort will be made to implement these recommendations during the next academic year.

A. All Demonstration High School staff members should be fully qualified to do demonstration teaching.

B. More staff members should be assigned larger blocks of time in the Demonstration High School.

C. The college administration should provide the leadership required to get the various departments to use the demonstration facilities in a more effective manner.

Keith W. Atkinson
Director, College High School

KWA:EWF
October 11, 1960

II. Recommendations.

The following recommendations have been included in this report because, in view of the new developments regarding the building and the public expenditure of Association it is deemed that a private school will be made to implement these recommendations during the next academic year.

1. All recommendations of the Grand Street Academy should be still realized to the Commissioner concerned.

2. There should additional classes be assigned larger rooms of the to the Intermediate Grade School.

3. The building committee should provide the Intermediate re- quired to use the working conditions to use as a temporary school facilities in a more efficient manner.

Respectfully
Oshawa 22, 1960

Montclair State College

Department of Business Education

Report to the President
Academic Year
1959-1960

I. Developments and Trends

1. No changes in faculty personnel. Dr. Froehlichs illness during first semester placed considerable strain on the staff. True cooperation carried us through this crisis.

2. The undergraduate majors included:

	1959-60	1958-59	1957-58	1956-57	1955-56
Seniors	44	51	54	29	44
Juniors	63	35	40	34	31
Sophomores	67	70	50	57	55
Freshmen	68	75	80	55	41
	242	231	224	175	171

3. The revised complete business education program which was initiated in September 1954 was available to the students who are now graduating. This is the third group to receive their degrees with preparation in at least three of the four areas of business education. All of them are now qualified to teach the general business subjects and typewriting plus either bookkeeping or secretarial studies. Several have qualified in all four fields. The new state curriculum is now in its third year of operation.

II. Special Features and Accomplishments

1. The experimental business program in the College High School was continued with even greater success than it achieved last year.

2. The Business Department cooperated with the Mathematics Department in the offering of Social Uses of Mathematics for Business Students.

[illegible]

[illegible]

[illegible]

3. The Business Department cooperated with the college administration and several subject matter departments in preparing duplicated materials for instructional and public relations purposes. A public stenographic service was organized to provide clerical assistance for faculty members.

4. The United Business Education award was given to Carole Hall, and the Epsilon Mu Epsilon award was given to Carole Hall.

5. Pi Omega Pi, the honorary Business Education organization, initiated a large group of new members and now includes a good nucleus of students on campus. The local chapter was rated very high in achievement among the 80 chapters.

6. The staff members had several conferences to determine the potential success of freshmen and sophomore business education majors. Every student who was having difficulty in any course was called in for an interview and conference.

7. The entire staff attended professional meetings in Atlantic City and Philadelphia.

8. Individual staff members participated in programs at: Denver University, Colorado State College at Greeley, University of Colorado at Boulder, Stanford University, University of Omaha, and other professional meetings in Atlantic City, Trenton, Washington, Chicago, Cincinnati, New York City, Akron and Wooster, Ohio, and Rochester, New York.

9. Staff members cooperated with the State Education Department in providing in-service training for State Civil Service employees.

10. In cooperation with the New Jersey Business Education Association the department was host to the Business Education Regional Workshop which was attended by almost 200 teachers.

11. A business education senior and a staff member participated in the student teaching program at the Eastern Business Teachers Association Convention in Atlantic City.

12. Ten Business Education majors were on the dean's 3.5 honor list, and two were on the 4.0 list.

13. Van Derveer continued as editor of the Journal of Business Education.

1. The Business Department cooperated with the College Labor Information and Research Bureau, designed to assist working dentistry students in preparing for professional and union relations purposes. A series discussions covering the requisites to provide adequate instructions for dental students.

2. The Junior Business department began for a time to provide dials, and the Junior Dental Society has given to Senior dental.

3. In June 1[illegible], the Business Department conducted [illegible] initiated a large group of men students for the purpose of good business of students in general. The group continued meet every week in conformance with the [illegible].

4. The small business and personal interviews to determine the potential business of freshmen and sophomore students students. Group meetings were also held [illegible] in the [illegible] and conferences.

5. The senior staff conducted professional services in [illegible] city and [illegible].

6. Individual staff members participated in programs [illegible] Dental Society, Central Union [illegible] University of Illinois [illegible], Dental University, [illegible] and other professional societies in [illegible] City, [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible].

7. Staff members participated with the [illegible] in providing [illegible] for [illegible] Dental Society meetings.

8. In cooperation with the [illegible] Dental [illegible] the [illegible] [illegible] [illegible] [illegible] [illegible].

9. A business [illegible] and a [illegible] in the [illegible] [illegible] [illegible] [illegible] [illegible].

10. The business [illegible] [illegible] in the [illegible] [illegible], and [illegible] in the [illegible].

11. The [illegible] [illegible] in [illegible] of the [illegible] [illegible] [illegible].

14. Nenassy continued as editor of the Business Education Index.

15. Several of the staff members contributed articles to professional publications and made professional talks.

16. Check cashing service was continued for the fifth year, with total deposits for the year amounting to $40,554.00.

17. Freeman served as business advisor for SGA, the Faculty Student Cooperative, MAC, AND MOC.

18. Faculty members served on many college committees and assisted many college groups locally as well as on the state level.

19. The placement record for this year is very good. Many seniors have already been placed and several other appointments are pending.

20. Many students joined professional organizations and subscribed to professional publications.

21. A follow up study was made of the 1958 graduates to determine their placement on jobs in teaching positions.

22. Field trips were arranged to New York Stock Exchange and The National Business Show.

23. Visiting specialists were brought in to talk to several classes.

24. The department cooperated in sending a group of students and a faculty member to the State Conservation School.

25. The department handled subscriptions to Consumers Union Reports for over 200 students and faculty members.

26. The placement examination program to exempt students from repeating skill courses was extended to include Accounting as well as shorthand and typewriting.

III. Recommendations

1. The department is still seriously understaffed. We are having considerable difficulty in covering our typing classes. Most of our staff members are reluctant to tie up their time in the teaching of this specialized skill.

[illegible]

[illegible]

[illegible]

2. The state requirement for work experience should be met through an organized and supervised summer work experience program. The present haphazard and individualized handling of this requirement is not satisfactory.

3. The department should be provided with enough staff and facilities to offer service courses for the benefit of all college students in typewriting, abbreviated longhand, investments, and consumer education.

4. Clinics are needed to provide remedial assistance in penmanship, spelling, oral communication, accounting, shorthand, and typewriting.

5. Better physical facilities are needed to house the department.

6. Additional personnel is needed in order to permit sufficient staff time to teach graduate courses as a part of the regular load.

7. The same type of Junior practice teaching now being offered in other departments should be available to Business Education majors.

8. Additional opportunities for observing a total program in Business Education should be provided.

9. The number of freshman now being omitted far exceeds the placement opportunities which will be available upon graduation.

2. The above recommendations for work conditions should be met through an organized and supervised school work-study program. The general supervision and coordination of this recommendation is a responsibility.

3. The elementary school is, therefore, in its broad sense, a key institution in other educational programs for the benefit of all children, whether in regularly, exceptional, vocational, home, community, and academic education.

4. Children are needed to provide essential contributions in community activities, and responsibility, cooperation, adaptation, and independence.

5. Better physical facilities are needed to house the elementary.

6. Additional consideration is needed to devote to provide health-school health time to health problems involved in a part of the regular load.

7. The main form of school journeys involving one large school is other organizations should be instituted to facilitate community.

8. Additional requirements for elementary a social program in Jackson Township should be instituted.

9. The center of therapy can help provide the growth the physical characteristics which will be satisfying upon graduation.

Montclair State College

DEPARTMENT OF EDUCATION

Report to the President

Academic Year

1959-1960

Department of Education

Report to the President Academic Year 1959-60

Introduction

The instructional staff of the department was increased by the addition of Dr. Daniel Brower, Associate Professor, Dr. Herbert Hauer, Associate Professor, Dr. Earl Peckham, Professor, and Dr. Charity Runden, Assistant Professor. Dr. Steele Kennedy left the college in April, 1960, to accept an appointment in the New Jersey State Department of Education at Trenton. He was replaced by Mr. Joseph Woods, Assistant Professor, for the remainder of the year. Mr. Woods declined a permanent appointment as assistant professor because of the salary schedule.

On page 2 is a summary table of staff degree status, with appointment and promotion dates.

Recommendations for promotion were submitted for Joan Gallagher, from Assistant Professor II to Assistant Professor I; Dorothy Garland, from Assistant Professor to Associate Professor; and Raymond Lewin from Assistant Professor to Associate Professor.

Dr. Lutz was promoted to Professor.

Undergraduate Instruction

During this year the Education courses in the Junior year (Education 303, The Teacher in School and Community, and Education 304, Principles and Techniques of Secondary Education) were increased from two to three semester hours each, in accordance with the new revised college curriculum. This increase in load is reflected in the new staff appointments mentioned above.

The Education Department again found it necessary to hire part-time supervisors for student teachers during both the fall and spring semesters. Mr. A. Deane Nichols, the retired chairman of the Business Education Department of Clifton High School, was engaged part time to help with supervision. In the spring the following people were employed for this purpose: Mrs. Victoria Filas, William McLean, Mrs. Elizabeth Meyers, A. Deane Nichols, W. Scott Smith, and Joseph Woods.

Also, as has been customary, members of other departments here in the college having less than full loads assigned by their department chairmen, were assigned to assist this department in the supervision of student teachers. Since student teaching is the single most important professional experience that our students have here as undergraduates, it would seem wise to assign those professors from other departments to this work who are most highly qualified in this area.

The office arrangements for the Education Department and for the office of student teaching and placement continue less than satisfactory. It is recommended that additional space be made available.

With the increased enrollment in the Junior and Senior years, it is recommended that an additional full-time secretary be assigned to the department.

Name	Staff Qualifications College	Degree	Appointment and Promotion Asst. Inst.	Instructor AP II	Asst.Prof. I	Assoc.Prof.	Professor	Comments
Morehead-47	Columbia U.	EdD		2/47	52-53	55-56	58-59	
Davis - 49	NYU	PhD			49-50	53-54	57-58	
Atkinson-51	Conn.	PhD				51-52	54-55	
Garland- 51	Simmons	MS	51-52	53-54	1/57			
Lutz - 52	NYU	PhD			52-53	55-56	59-60	
Seidman- 55	NYU	PhD			2/55	58-59		
Salt - 56	NrthWstn	MA				56-57		
Walter - 57	Harvard	EdD					57-58	
Kennedy- 57	NYU	PhD			57-58			To State Dep[illegible]
Floyd - 57	NYU	PhD			9/57	2/58		
Gallagher-57	MSC	MA		57-58				
Buchner- 58	MSC	MA				58-59		
Lewin - 58	MSC	MA			58-59			
Lange - 58	Columbia U.	EdD						Director III [illegible]
Brower - 59	NYU	PhD				59-60		
Peckham- 59	Columbia	EdD					59-60	
Runden - 59	Indiana	PhD			59-60			
Hauer - 59	NYU	PhD				59-60		
Woods - 60	USCal	MA		4/60 for Kennedy				Declined ap[illegible]

Enrollments in Education 100 (Mental Hygiene and Personal Adjustment) averaged 43. Each student in these classes is required to work in a community service agency for at least thirty hours. This pre-professional experience is highly desirable, but it does place a burden on the instructors. Therefore, it is recommended that enrollments in Education 100 be reduced.

Enrollments in Education 201 (Human Development and Behavior, I) averaged 36. Since a rather extensive individual child study project is required of each student in this course, it would seem desirable to reduce the enrollments in these sections.

It is recommended that student teacher supervisors carry a list of job openings with them when making supervisory visits, in order that they may discuss these openings with the seniors they are supervising.

The following table shows the undergraduate enrollments for both semesters of 1959-1960.

EDUCATION TABLE #2. Undergraduate enrollment
Fall, 1959

Ed. 100	Mental Hygiene & Personal Adjustment	44	Buchner
100	" "	46, 33, 37	Davis
100	" "	48, 40, 38, 41	Floyd
100	" "	46	Garland
201	Human Development & Behavior, I	35, 36	Lutz
201	" "	31, 40, 24	Seidman
201	" "	41, 38	Buchner
201	" "	38, 18, 25	Hauer
201	" "	46, 36, 40	Brower
201	" "	36, 28	Floyd
201	" "	39	Garland
303	The Teacher in School & Community	38, 31	Morehead
303	" "	35	Kennedy
303	" "	32	Gallagher
303	" "	40, 35, 33	Peckham
303	" "	35	Salt
303	" "	31, 17, 7	Runden
303	" "	33	Lewin
304X	Principles & Methods of Teaching	31	Lewin
304X	" "	23	Salt
304X	" "	20	Walter
400A	Principles & Philosophy of Sec. Ed.	31	Atkinson
400A	" "	27,13,34,32,31	Kennedy
400A	" "	34	Seidman
400A	" "	24	Peckham
400A	" "	37, 35	Salt
400B	Practicum	7	Walter
452	Psychology of the Handicapped	20	Brower
461	Junior High School Curriculum	9	Kennedy
472	Elementary School Curriculum	31, 27	Walter
473	Elementary Language Arts	43	Walter

EDUCATION TABLE #2 (continued

Spring, 1960

Ed. 100	Mental Hygiene & Personal Adjustment	35, 36, 36, 25	Buchner
100	" "	33, 23	Davis
100	" "	34, 32	Garland
100	" "	33, 33	Floyd
202	Human Development & Behavior, II	37, 37, 39, 35	Brower
202	" "	38, 39, 34	Lutz
202	" "	39, 34, 34, 17	Floyd
202	" "	39, 35, 32, 35	Hauer
202	" "	25	Garland
302A	T. V. In Education	5	Sheft
303	Teacher in Schooland Commun ity	30	Lewin
303	" "	19	Walter
303	" "	20	Salt
304	Principles & Techniques of Sec. Ed.	35, 25, 29	Runden
304	" "	39, 36	Woods
304	" "	34, 34	Seidman
304	" "	33	Salt
304	" "	32	Peckham
304X	Principles & Methods of Teaching	39	Seidman
304X	" "	18	Salt
304X	" "	29	Peckham
400B	Practicum:		
	Atkinson 34: Buchner 32: Davis 33: Morehead 30: Peckham 34		
	Runden 32: Salt 31: Seidman33: Walter 33: Woods 33		
408	Selct. & Utiliz. of A. V. Materials	28	Fantone
472	Elementary School Curriculum	22	Walter
473	Elementary Language Arts	34	Walter

This year we again received a request from the New Jersey State Federation of Teachers, asking for the privilege of addressing all of our seniors in the Practicum courses. We receive requests from a very large number of organizations asking for this privilege. Were we to accede to all of these pleas, we would have no time left for instruction. Since this teachers' union has raised the question as to the propriety of inviting a representative of the N.J.E.A. to address the seniors, we decided to have representatives from both the N.J.E.A. and the A.F.T. on campus to consult with any seniors who might like to speak with them, rather than to schedule lectures by their representatives. The dates, times, and places of these consultations were publicized among the seniors.

Three of our 1960 graduates invoked the sixty-day clause after they had signed contracts. This practice, although legal, is not one which generates good public relations for the college. The instructors in the Department were informed of these incidents and asked to emphasize instruction in the NEA code of ethics. Since instructors in other departments also are asked for advice by our seniors, it is recommended that a faculty meeting be devoted to a discussion of the code.

Dr. Ralph Walter, Professor of Education, developed a professional vocabulary test which was administered to Juniors, Seniors, and graduate students. Results of this test showed that there was some room for improvement in this area. It was interesting to note that our seniors made about the same scores as graduate students who are already teachers in the field.

Department - Miscellaneous

The Department's library budget for this year was increased from $600 to $1000. All of this money has been committed and it is recommended that the budget be increased.

This year there was no hour scheduled when all of the instructors in the department were free of class assignments so that departmental meetings could be held regularly. It is recommended that the 10:30 hour Thursday be again made available for these meetings.

Beginning this year, some members of the Education Department were requested to serve as members on the secondary school approval teams of the New Jersey State Department of Education. The experiences gained by these people were very worthwhile.

This year the Department was budgeted $200 for professional travel to conferences and meetings. Dr. E. C. Davis attended a national convention of the National Association of Guidance Supervisors and Counselors Trainers, held at the Pennsylvania State University. Dr. Jerome Seidman attended the convention of the American Educational Research Associates in Atlantic City. It was requested that the unexpended balance be carried over in order to allow attendance at more distant meetings the following year. This request was denied.

College High School

Dr. Allan Morehead was sent to visit the campus high schools at the New York State University College of Education at Albany, and to the University of Connecticut at Storrs. Information gathered from these visits, and a questionnaire which had been sent previously were of great value in our discussions with representatives of the State Board of Education and the State Department of Education concerning the status of the College High School. It was agreed by representatives of the State Board of Education, the State Department of Education, and the college administration to continue College High School, even with its glaring deficiencies, until a more adequate facility can be built. It is again recommended that a new college high school be given the highest priority in any future building plans.

Follow Up

As is customary, the employers of our graduates of the class of 1959 were requested to evaluate the work of these first year teachers. The results are summarized in Education Table #3. The over all success of our total program is evidenced by the good results shown.

ocess Ratings for ass of 1959	Failure	Below Average	Average	Above Average	Excellent
Personal Fitness	Sec.	𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷
	El. 𝍷	𝍷𝍷𝍷	𝍸 𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷
Professional Attitude	Sec. 𝍷𝍷	𝍸 𝍷𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷
	El.	𝍸 𝍷	𝍸 𝍸 𝍸	𝍸 𝍸 𝍸 𝍸 𝍸 𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍷
Classroom Management	Sec. 𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸
	El. 𝍷𝍷	𝍸 𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸	𝍸 𝍸 𝍸 𝍷𝍷
Instructional Skill	Sec.	𝍸 𝍸	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷
	El.	𝍸	𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍷
Results With Children	Sec.	𝍸 𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸

Graduate Instruction

The majority of graduate courses offered by the Education Department were taught as part of the regular load of the instructors. Enrollments for the 1959-60 academic year in the Graduate and Extension Division follow.

EDUCATION TABLE #4. Fall and Spring Enrollments

Fall, 1959

Ed. A201	Human Development & Behavior, I	Dr. Seidman	36
A202	Human Development & Behavior, II	Dr. Gelfond	22
A303	Teacher in School and Community	Dr. Morehead	29
A304	Principles & Tech. of Secondary Ed.	Mr. Lewin	29
A401	Development of Educational Thought	Dr. Atkinson	20
A406	Educational Sociology	Mr. Lewin	28
A408	Select. & Utiliz. of A-V Materials	Mr. Sheft	23
A408	" "	Miss Fantone	26
A410	Teaching Materials Workshop	Mr. Dunavan	32
A500A	Basic Educational Trends	Dr. Walter	39
A500B	Advanced Educational Psychology	Dr. Brower	42
A500E	School Adm. II: Law and Finance	Dr. Morehead	32
A500F	School Adm. III: Community Relations	Dr. Atkinson	32
A502	Organiz. & Adm. of Modern H. S.	Dr. Peckham	39
A503	Methods & Instruments of Research	Dr. Lutz	32
A503	"	Dr. Lutz	25
A503	"	Dr. Allen	32
A504A	Curriculum Const. in Sec. Schools	Mr. Salt	40
A505	Organiz. & Adm. of Extra-Curric.Activ.	Dr. Runden	36
A521A	Educ. & Psychol. Meas. in Guidance	Dr. Seidman	40
A529	Field Work in Guidance	Dr. Davis	1
A534	Community Resources for Guidance	Dr. Runden	29
A537	Social-Moral Guidance	Dr. Davis	37
A538	Group Guid. & Counseling Activ.	Dr. Hauer	21
A548	Curric. Construction in Elem. School	Mr. Lewin	17
A551	Princ. & Tech. of Guidance	Dr. Davis	37
A556	Improv. of Read. in Sec. Schools	Mr. Buchner	32

Spring, 1960

Ed. A201	Human Development & Behavior, I	Mr. Abdul-Haqq	40
A202	Human Development & Bahavior, II	Dr. Seidman	21
A303	Teacher in School and Community	Dr. Morehead	22
A401	Development of Educational Thought	Mr. Lewin	27
A408	Select. & Utiliz. of A-V Materials	Miss Fantone	26
A304	Principles & Tech. of Sec. Ed.	Mr. Salt	17
A408	Select. & Utiliz. of A-V Materials	Mr. Dunavan	24
A409	Radio & Sound Equip. in Classroom	Mr. Sheft	27
A440	Camping & Outdoor Education	Mr. Schmidt	25
A500E	Recent Trends in Sec. School Methods	Mr. Lewin	26
A500A	Basic Educational Trends	Dr. Walter	31
A500D	School Admin. I: Functions & Organiz.	Dr. Morehead	42
A500F	School Admin. III:Community Relations	Dr. Atkinson	45
A503	Methods & Instr. of Research	Dr. Kennedy	23
A503	" "	Dr. Lutz	24
A504B	Seminar: Curriculum Construction	Mr. Salt	22
A504B	" "	Dr. Peckham	21
A508	Supv. of Instruction in Sec. Schools	Dr. Atkinson	33
A508	" "	Mr. Willard	31

Spring 1960 (continued)

Ed. A510	Seminar: Secondary Admin & Supv.	Dr. Peckham	16
A520	Principles of Mental Hygiene	Dr. Brower	48
A530B	Correc. & Remed. Reading in Sec.Sch.	Mr. Buchner	13
A535	Vocational Guidance	Dr. Davis	37
A535	"	Mr. King	31
A536	Educational Guidance	Miss Gallagher	28
A539	Element. School Guidance Services	Mr. Lewin	37
A551	Principles & Tech. of Guidance	Dr. Gelfond	48
A551	"	Dr. Runden	44
A554A	Psych. and Ed. of Exceptional Child	Dr. Seidman	36
A601C	Workshop in Education	Dr. Davis	5
A602	Seminar in Guidance	Dr. Davis	17
A603B	Principles & Pract. of Research	Dr. Lutz	9

EDUCATION TABLE #5. Summer Enrollment, 1960

Ed. S201	Human Development & Behavior, I	Dr. Brower	32
S201	" "	Dr. Brower	32
S303	Teacher in School & Community	Dr. Morehead	35
S303	" "	Dr. Seidman	29
S202	Human Development and Behavior, II	Dr. Lutz	19
S304	Prin. & Tech. of Sec. Education	Dr. Seidman	28
S304	" "	Dr. Runden	18
S401	Development of Educ. Thought	Mr. Kops	27
S401	" "	Mr. Lewin	30
S401	" "	Mr. Lewin	14
S406	Educational Sociology	Dr. Peckham	29
S407A	TV Workshop: Progr'g & Production	Mr. Sheft	22
S410	Teaching Materials Workshop	Mr. Dunavan	23
S440	Camping & Outdoor Education	Dr. Wacker	16
S500A	Basic Educational Trends	Dr. Walter	12
S500B	Adbanced Educational Psychology	Dr. Booth	37
S500C	Recent Trends in Secondary Sch.Methods	Mr. Salt	23
S500D	School Admin. I: Functions & Organiz.	Dr. Peckham	17
S500F	School Admin. III: Community Relations	Dr. Atkinson	21
S502	Organiz. & Admin. of Modern H. S.	Dr. Peckham	21
S503	Methods & Instr. of Research	Dr. Walter	24
S503	" "	Dr. Walter	14
S503	" "	Mr. Kops	21
S504B	Seminar In Curriculum Organization	Mr. Salt	16
S505	Orga iz. & Admin. of Extra-Curr. Activ.	Mr. Salt	27
S506	School Law	Dr. Morehead	30
S508	Supv. of Instruction in Sec. Sch.	Dr. Atkinson	19
S521B	Psychological Tests in Guid. Programs	Dr. Booth	12
S530A	Correc. & Remed. Reading in Sec. School	Mr. Buchner	11
S537	Social-Moral Guidance	Dr. Davis	27
S538	Group Guidance and Counselling Activ.	Dr. Runden	56
S540	Recreational & Activity Leadership	Dr. Wacker	7
S550	Child and Adolescent Development	Dr. Booth	16
S551	Principles and Tech. of Guidance	Dr. Atkinson	49
S556	Improvement of Reading in Sec. Sch.	Mr. Buchner	20
S601C	Workshop in Educ: Understanding Youth	Dr. Davis	1
S602	Seminar in Guidance	Dr. Davis	19

Respectfully submitted,

Allan Morehead

Allan Morehead, Chairman
Education Department

Montclair State College

Department of English

Edwin S. Fulcomer, Ed. D.
Chairman, Department of English

Report to the President
Academic Year
1959-1960

Enrollment Figures for Year 1959-1960

Part-time and Extension

Summer Session 1959

Course No.	Course Title	Sem. Hrs.	No. Sect.	Tot. Enr.	Instr.
S100C	Fundamentals of Writ.	1	1	17	Pettegrove
S401X	Methods of Teach. Eng.	2	1	43	Fulcomer
S536	Philosophy of Great Lit.	2	1	12	Young
S544B	Shakespeare's Comedies	2	1	23	Bohn
S545A	American Lit.	2	1	33	Conrad
S545B	American Lit.	2	1	17	Conrad
S546	Modern Drama	2	1	15	Bohn
S548	Fiction as Image of World History	2	1	31	Young

Number of Sections 8
Total Enrollment 191
Average Class Size 24

Fall 1959

100A	World Lit. I	3	1	1	Young
100C	Fundamentals of Writ.	3	1	1	McGee
201	American Literature A	3	1	1	Rock
408	Creative Writing	2	1	1	Conrad
420	High School Classics	2	1	1	Hamilton
421	Short Story	2	1	1	Conrad
A505	Philosophy and English Poets	2	1	1	Young
A525	Development of Amer. Novel	2	1	35	Fulcomer
A534	Medieval Epic, Saga, Romance	2	1	18	Krauss

Number of Sections ~~9~~ 3
Total Enrollment 60
Average Class Size 20

Spring 1960

202	Amer. Literature	3	1	1	Rock
A401X	Methods Teach. Eng. in Sec. Sch.	2	1	29	Earley
A401X	Methods Teach. Eng. in Sec. Sch.	2	1	30	Fulcomer

Enrollment Figures for Year 1959-1960

Part-time and Extension

Summer Session 1959

Course No.	Course Title	Cred. Hrs.	No. Sect.	Enr.	Instr.
200	Fundamentals of Writ.	3	1	17	Pellegrino
201	Methods of Teach. Eng.	2	1	13	Falcomer
316	Philosophy of Great Lit.	3	1	12	Young
318	Shakespeare's Comedies	3	1	23	Bohn
354	American Lit.	3	1	22	Conrad
359	American Lit.	3	1	17	Conrad
416	Modern Drama	3	1	15	Bohn
418	Fiction or Image of World History	3	1	22	Young

Number of Sections 8
Total Enrollment 121
Average Class Size 15

Fall 1959

Course No.	Course Title	Cred. Hrs.	No. Sect.	Enr.	Instr.
100	World Lit. I	3	1	1	Young
200	Fundamentals of Writ.	3	1	1	Wagee
201	American Literature A	3	1	1	Rock
[illegible]	Creative Writing	3	1	1	Conrad
310	High School Classics	3	1	1	Hamilton
321	Short Story	3	1	1	Conrad
405	Philosophy and English Poets	3	1	1	Young
425	Development of Amer. Novel	3	1	15	Falcomer
431	Medieval Romance, Saga, Romance	3	1	18	Krauss

Number of Sections 5
Total Enrollment 60
Average Class Size 20

Spring 1960

Course No.	Course Title	Cred. Hrs.	No. Sect.	Enr.	Instr.
102	Amer. Literature	3	1	1	Rock
201X	Methods Teach. Eng. in Sec. Sch.	3	1	20	Hurley
201X	Methods Teach. Eng. in Sec. Sch.	3	1	21	Falcomer

rse No.	Course Title	Sem. Hrs.	No. Sect.	Tot. Enroll.	Instr.
	Survey British Lit.	2	1	2	Krauss
	British-Amer. Biography	2	1	3	Conrad
	Short Story	2	1	1	Conrad
5	Language Problems in Secondary Sch.	2	1	29	Conrad
3	New Prospectives of World Lit.	2	1	24	Rohn
2	Victorian Novel	2	1	22	Hamilton

Number of Sections----------5
Total Enrollment----------141
Average Class Size----------28

Total Part-time and Extension-Summer School Enroll.---392
Total Number of Sections----------16
Average Enrollment in Section----------24.5
Increase in 1959-60 Enrollment----------78

Course No.	Course Title	Sem. Hrs.	No. Sect.	Tot. Enroll.	Instr.
	Survey British Lit.	2	1	8	Krause
	British-Amer. Biography	2	1	3	Conrad
	Short Story	2	1	1	Conrad
	Language Problems in Secondary Sch.	2	1	29	Conrad
	New Prospectives of World Lit.	2	1	14	Hohn
	Victorian Novel	2	1	22	Hamilton

Number of Sections----------5
Total Enrollment----------141
Average Class Size----------28

Total Part-time and Graduate-Summer School Enroll.---390
Total Number of Sections----------16
Average Enrollment in Section----------24.5
Increase in 19-60 Enrollment----------78

Undergraduate Enrollment--Fall--1959

Course No.	Course Title	Sem. Hrs.	No. Sect.	Tot.Enr.	Instr.
100A	World Lit. Forms and Masters	3	1	26	Krauss
100A	World Lit. Forms and Masters	3	1	24	Young
100A	World Lit. Forms and Masters	3	1	27	Earley
			3	77	
100C	Fund. of Writing	3	3	63	Blackburn
100C	Fund. of Writing	3	2	45	Earley
100C	Fund. of Writing	3	1	21	Hamilton
100C	Fund. of Writing	3	2	38	Klein
100C	Fund. of Writing	3	2	50	McGee
100C	Fund. of Wiritng	3	2	48	Meiers
100C	Fund. of Writing	3	1	20	Pettegrove
100C	Fund. of Writing	3	2	48	Rock
100C	Fund. of Writing	3	3	78	Young
			18	411	
100G	Western World Lit.	3	2	49	Blackburn
100G	Western World Lit.	3	1	34	Bohn
100G	Wes tern World Lit.	3	1	36	Meiers
100G	Western World Lit.	3	1	30	Pettegrove
			5	149	

Total General Education Course Enrollemtn ----------637
Total Number of General Educations Sections----------26
Average Class Size in Composition----------22.8
Average Class Size in Literature----------28

101	The Language Arts	3	1	27	Conrad
101	The Language Arts	3	1	24	Meiers
101	The Language Arts	3	1	23	Pettegrove
			3	76	
201	American Literature	3	2	62	Conrad
201	American Literature	3	2	72	Rock
			4	134	
301A	Lit. for Adolescents	2	1	8	Meiers
301B	Shakespeare's Major Plays	3	1	33	Bohn
301B	Shakespeare's Major Plays	3	2	43	Hamilton
			3	76	

Undergraduate Enrollment--Fall--1959

Course No.	Course Title	Cred. Hrs.	No. Sect.	Tot. Enr.	Instr.
100A	Engl. Lit.				
	Forms and Masters	3	1	26	Nemes
100A	World Lit.				
	Forms and Masters	3	1	24	Nemes
100A	World Lit.				
	Forms and Masters	3	1	27	Bailey
			4	77	
100C	Fund. of Writing	3	2	43	Blackman
100C	Fund. of Writing	3	2	42	Barley
100C	Fund. of Writing	3	1	21	Hamilton
100C	Fund. of Writing	3	2	26	Klein
100C	Fund. of Writing	3	2	20	Moore
100C	Fund. of Writing	3	2	45	Weiner
100C	Fund. of Writing	3	2	[illegible]	Richardson
100C	Fund. of Writing	3	2	14	[illegible]
100C	Fund. of Writing	3	2	24	Fuller
			12	177	
100G	Western World Lit.	3	2	40	Goodwin
100G	Western World Lit.	3	1	21	Ewing
100G	Western World Lit.	3	1	35	Haines
100G	Western World Lit.	3	1	20	Hettgrove
			5	116	

Total General Education Course Enrollment ----------137
Total Number of General Education Sections----------22
Average Class Size in Composition----------6.3
Average Class Size in Literature----------34

101	The Language Arts	3	1	27	Conrad
101	The Language Arts	3	1	24	Peters
101	The Language Arts	3	1	25	Fullerton
			3	76	
210	American Literature	3	1	40	Conway
210	American Literature	3	1	32	Cook
			2	72	
302A	Lit. for Adolescents	3	1	6	Waters
302B	Shakespeare's Major Plays	3	1	23	Tobin
302B	Shakespeare's Major Plays	3	1	43	Hamilton
			2	66	

Undergraduate Enrollment

Fall 1959

Course No. (cont.)	Course Title	Sem. Hrs.	No. Sect. (cont.)	Tot. Enr. (cont.)	Instr.
303	Poetry Chaucer-Frost	3	1	30	Fulcomer
303	Poetry Chaucer-Frost	3	1	30	Pettegrove
303	Poetry Chaucer-Frost	3	1	30	Young
			3	90	
401	Tchg. of English in Sec. School	3	1	29	Bohn
401	Tchg. of English in Sec. School	3	1	31	Fulcomer
			2	60	
402	Survey of Brit. Lit.	4	2	60	Krauss
408	Creative Writing	2	1	7	Conrad
413	Modern Poetry	2	1	18	Krauss
419	Grammar for Teachers	2	1	36	Fulcomer
419	Grammar for Teachers	2	1	24	Krauss
			2	60	
420	High School Classics	2	1	18	Hamilton
421	The Short Story	2	2	60	Conrad

Total No. Undergraduate Sections--Fall, 1959----51
Total No. Undergraduate Enrollments--Fall, 1959----1302
Average Class Size----------25.5

[illegible]

[illegible]

Course No. (Credit)	Course Title	Cred. Hrs.	[illegible]	[illegible]	[illegible]
301	Tailor Clothing [illegible]	1	2	[illegible]	[illegible]
302	Tailor Clothing [illegible]	1	2	[illegible]	[illegible]
303	Tailor Clothing [illegible]	1	2	[illegible]	[illegible]
400	Prin. of Tailoring in Ind. Schools	1		[illegible]	[illegible]
420	Prin. of Tailoring in Ind. Schoo.	1	2	[illegible]	[illegible]
500	Dress of Women [illegible]	1	2	[illegible]	[illegible]
508	[illegible]	1	2	[illegible]	[illegible]
511	[illegible]	1	2	[illegible]	[illegible]
515	[illegible]	1	2	[illegible]	[illegible]
520	[illegible]	1	2	[illegible]	[illegible]
540	[illegible]	1	2	[illegible]	[illegible]
620	[illegible]	1	2	[illegible]	[illegible]

[illegible]

Undergraduate Enrollment
Spring 1960

urse No.	Course Title	Sem. Hrs.	No. Sect.	Tot. Enroll.	Instr.
.00B	World Lit. Forms and Masters II	3	1	21	Blackburn
.00B	World Lit. Forms and MastersII	3	1	29	Earley
.00B	World Lit. Forms and Masters II	3	1	24	Krauss
			3	74	
)0C	Fundamentals of Writ.	3	2	33	Blackburn
)0C	Fundamentals of Writ.	3	2	41	Klein
)0C	Fundamentals of Writ.	3	2	42	McGee
)0C	Fundamentals of Writ.	3	3	63	Meiers
)0C	Fundamentals of Writ.	3	2	47	Rock
			11	226	
)0G	Western World Lit.	3	2	24	Blackburn
)0G	Western World Lit.	3	1	22	Earley
)0G	Western World Lit.	3	2	57	Hamilton
)0G	Western World Lit.	3	1	17	Meiers
)0G	Western World Lit.	3	1	29	Pettegrove
)0G	Western World Lit.	3	1	12	Young
			8	161	
)2	Drama-Mir. Plays to O'Neill	3	1	31	Hamilton
)2	Drama-Mir. Plays to O'Neill	3	1	23	Pettegrove
)2	Drama-Mir. Plays to o'Neill	3	1	26	Young
			3	80	
00C	Advanced Comp.	2	1	19	Conrad
00C	Advanced Comp.	2	2	36	Krauss
00C	Advanced Comp.	2	1	17	Rock
			4	72	
02	American Lit. II	3	2	64	Conrad
02	American Lit. II	3	2	56	Rock
			4	120	
01A	Lit. for Adolescents	2	1	24	Hamilton
01A	Lit. for Adolescents	2	2	48	Meiers
			3	72	
)04	Brit.-Amer Fiction	3	2	60	Krauss
)04	Brit.-Amer. Fiction	3	1	27	Pettegrove
			3	87	

Course No.	Course Title	Sem. Hrs.	No. Sect.	Tot. Enroll.	Instr.
404	Survey Brit. Lit.	2	1	17	Krauss
407	Brit.-Amer. Biography	2	1	51	Conrad
421	The Shrot Story	2	1	29	Conrad
432	Devel. of Drama	2	1	42	Pettegrove
443	Modern Drama	2	1	24	Earley
452	Five Great Books	2	1	~~24~~ 19	Young

Summary of Undergraduate Enrollment

Total Number sections--Spring 1960	45
Total Enrollment--Spring 1960	1074
Average Class size	23.8
Increased Enrollmentover 1958-59	180
Total No. Sections 1959-60	99
Total Enrollment 1959-1960	2376
Average Class size	24
Increase over 1958-59	76

Total No. Part-time Extension, S.S.	392
Total No. Part-time Extension, S.S., sections	16
Total No. Undergraduate Registrations	2376
Total No. Undergraduate Sections	99
Aver. Class Size	24
Total No. College High Registrations	356
Total No. College High School Sections	12
Aver. Class Size	30
Total Registrations 1959-60	3124
Total No. Sections	127
Aver. Class Size	24.6
Increased Enrollment over 1958-59	354

Course No.	Course Title	Cre. Hrs.	No. Sect.	Enr. Prel.	Instr.
401	Survey Brit. Lit.	3	1	17	Krause
407	Brit.--Amer. Literature	3	1	21	Conrad
421	The Short Story	3	1	27	Conrad
442	Devel. of Drama	3	1	42	Pettengrove
443	Modern Drama	3	1	41	Bailey
452	Film Great Novels	3	1	44 17	Young

Summary of Instructional Enrollment

Total Number Sections--Spring 1967	15
Total Enrollment--Spring 1967	1,091
Average Class Size	72.8
Increased Enrollment 1 Sp-Sp	183
Total No. Sections 1 Sp-Sp	2
Total Enrollment 1 Sp-Sp	276
Average Class Size	7.4
Increased Sections 1 Sp-Sp	10

Total No. Faculty Promotions, Sp-Sp
Total No. Faculty Retirements, Sp-Sp

Total No. Sabbaticals Granted Sp-Sp
Total No. Sabbaticals Completed
Average Class Size

Total No. Faculty Off-Campus Leaves
Total No. Faculty Who Resigned Spring
Average Class Size

Total Full-Time Faculty
Total No. Sections
Average Class Size

Increased Enrollment Sp-Sp

II, Student Teaching

Professor Bohn supervised two student teachers in the fall of 1959; three members of the Department supervised fifty-one student teachers in the spring of 1960. Of these fifty-three student teachers, only one failed to receive the recommendation of the Department and a satisfactory grade. On February 18, 1960, the Office of Placement reported forty English Majors of the June 1959 class teaching in the public schools of New Jersey. On October 1, 1960, only three English Majors of the class of June, 1960, were available for placement by the College Placement Office.

III. Honors and Advanced Degrees awarded to English Majors.

In the August 1959 Commencement exercises, the following persons were awarded the degree of Master of Arts in English: Delia T. Busichio, Robert W. Fennel, Irene Janes, Mary Mayo Kish, Alice Virginia Molina, Geraldine K. Pebly, David Glen Phethean, Martin Uhleman, Alice L. N. Vigeant.

In the June, 1960 Commencement exercises, the following four candidates received the Master of Arts degree: Jean O. Chasey, Jacqueline L. Palmer, Maria Eileen Schantz, Marjorie J. Surgent. With the exception of Mr. Uhleman, all are employed in the public schools of New Jersey.

Among the candidates of the Bachelor of Arts degree in the Class of 1960, the following English Majors received honors: MAGNA CUM LAUDE, Eugene Krautblatt, Alicia Katherine Rahm, and Dorothea Hokanson Snelyn; CUM LAUDE, Joyce Alison Weber.

[illegible]

IV Department Roster

1.	Professor of English	Chairman of the Department, Edwin s, Fulcomer, Ed. D
2.	" "	Harold C. Bohn, Ed. D
3.	" "	Laurence H. Conrad, A. M.
4.	" "	W. Paul Hamilton
5.	" "	Russell Krauss, Ph. D.
6.	Associate Professor	Stephen C. L. Earley, Ph. D.
7.	" "	James P. Pettegrove, A. M.
8.	" "	Frederick H. Young, Ph, D.
9.	Assistant Professor (Grade I.)	Ruth Blackburn, Ph. D.
10.	" "	Anne Dix Meiers
11.	" "	Virginia Rock, A. M.
12.	"(Grade II)"	Mrs. Albert Klein
13.	" "	Morris G. McGee

MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NEW JERSEY
FINE ARTS DEPARTMENT

Report to the President Academic Year 1959-1960

FINE ARTS STAFF

FULL TIME	PART TIME
Paul Harris	Helene Ross
Avram Kampf	Gloria Nelson
Charlotte Lockwood	
Charles Martens	
Mildred Osgood	
Ralph Vernacchia	
Foster Wygant	
Lillian A. Calcia, Chairman	

Department Organization

It was decided by the staff that fewer departmental meetings seemed indicated for this year. The increasing student enrollment, the physical facilities of the department spread over the campus in four buildings and the greater number of staff to bring together at a mutually convenient and "open" hour were factors in this decision.

Communication with department members is difficult since only those in the Art Wing can be reached by phone. Mr. Harris, Mrs. Ross, Miss Osgood and Dr. Wygant have to rely on and be reached largely, by written communication. Since secretarial help is still student scholarship level, time, energy and emotions are being expended wastefully.

The Chairman of the Department consulted with companies in the communications business. They had no practical suggestions to make other than to install telephones, which is not possible at this time.

It is to be regretted that lack of telephone connections and professional secretarial help are dissipating the time and energy of the staff and reducing the efficiency and quality of the educational program of the department.

Many times decisions were made by the Chairman alone or with available staff housed in the Art Wing, which should have been participated in by at least the majority of the staff.

Instructional Program
College High School

Last year the College High School art program reached the lowest quality within the knowledge of the Chairman. It was a relief to have the new faculty member resign allowing for a re-

CONFIDENTIAL (FIRST DRAFTING)
OFFICE MEMORANDUM, ADM. STAFF
FINE ARTS DEPARTMENT

Report to the President: Semester Two (Drafting)

FINE ARTS STAFF
FULL TIME

Paul Davis
Alice Kagel
Charlotte Lockwood
Charles Morrow
Milfred Osgood
Ralph Torrendale
Fowler Wright
William H. Galvin, Chairman

PART TIME

Lorraine Cole
Eric H. Nelson

Curriculum Development

It was decided by the staff that four formal meetings should be scheduled for this term. The Thursday afternoon conclusion, the physical facilities of the auditorium still over the summer in fair condition and the drama department staff by being helpful as a curriculum committee and "sounded" some ideas during the week checking.

Consistently with departmental policy is utilized since only those in the fine arts dept can be members of panel. Mr. Davis, Mrs. Kagel, Miss Osgood and Mr. Torrendale may be reached largely, in writing communications. Since the referral help is still another consideration still. Also, many new courses are being discussed seriously.

The Chairman of the Department moderated also one panel in the communications seminar. Time did not permit suggestions by many other than Mr. Morrow's. Interest, however, seems to not possible at this time.

It is in no respects that lack of interest and-
ments and professional materials well are increasing the
time and energy of the staff and changing the attitudes
reality of the educational process of the classroom.

Over three inclusive were made in the seminar
alone or with students. Most around in the art room, these
should have been participated in or at least the majority
the staff.

Instructional Program
College High School

Last year the College High School was [illegible]
the lowest quality events the knowledge of the seminar. It was
a relief to have the new director [illegible] activity in a re-

organization. Since no one of the present staff with the exception of Mrs. Ross was willing to undertake the rebuilding of this part of our program the staff agreed to fill the opening with a person qualified and interested in this level. The competency needed for college level teaching was in the area of Advertising and Industrial Design.

We were fortunate to find in Dr. Foster Wygant, a person interested in our position and qualified to fill it by education and experience.

Mrs. Ross elected to teach Grade Eight and Dr. Wygant was given Grade Seven and Grades Nine through Twelve.

It is a pleasure to report that the High School Art Program this year is the best within the last six years. Dr. Wygant, given the responsibility and authority for the physical development and maintenance of the studio did an admirable job. Mrs. Ross and Dr. Wygant, both deeply interested in children of this level, worked through an art program of real interest and value to the children. The evidence of this is in the fine organization of the studio set up, and the enthusiasm of the children for the instructors and the work. In early May at the request of the students and with the cooperation of the College High School Principal, Dr. Atkinson, Dr. Wygant and the Department Chairman met with the students of Grades Nine through Twelve in order to make a time schedule which would make it possible for these interested students to elect art. It was deeply gratifying to see their real interest in somehow "squeezing" in periods for art, to the point of giving up lunch hours, if allowed.

Next year, for reasons which have to do with College classes, Dr. Wygant will teach Grades Eleven and Twelve in the Art Wing. Mrs. Ross is interested in continuing with Grade Eight. Mr. Martens who has the longest and most recent experience in teaching children will teach Grade Seven.

Art 100 - Introduction to the Visual Arts

Chairman: Helene Ross

Seven instructors taught the general education course to non-art majors this year. These groups of students vary widely in interest, high school background, ability and in size of class. Our studio facilities in which these courses are taught, vary widely in equipment, materials, and size. The faculty members vary widely in the methods they use, the selection of content, and the objectives which they choose to stress, although each works within the framework of the course outline. Points of similarity in the handling of this course are chiefly the use of the same textbook, although there is some dissatisfaction with it, showing of the films selected by agreement of the group, and the use of a "kit" of art materials for studio experience.

The staff has worked as a committee of the whole for three years, trying to weave a consistent pattern for this course which still allows personal freedom necessary to good art instruction.

Not much progress has been made. Time has been the lacking ingredient to develop the action research which will pinpoint the problems and substitute objective results for personally biased opinion. It is hoped that more will be accomplished next year.

Fine Arts Curriculum

Chairman: Lillian A. Calcia

The four years of the curriculum as revised by the Curriculum Commission will be in effect in 1960-1961.

During the year the Chairman of the Department met with the member of the Education Department teaching art majors, with the Director of Student Teaching, and with the Dean and his Assistant to develop the best sequence and placing of professional courses, the two student teaching periods and the electives. The results of our agreement will show in the 1960 Bulletin.

The Fine Arts Staff met on the problem of art electives for non-art majors for Humanities Electives. We agreed that each major art area be offered as a laboratory experience. A sequence of these offerings was set up with the Dean. It was pleasant to learn in pre registration that all offered electives had proven to be of interest to the students.

This year a real step forward was made in developing working relations with the Industrial Arts Department.

Dr. Arthur Earl offered to develop a course in his Department for the Fine Arts Majors. Since we have had an elective course entitled Drafting and Woodwork in our curriculum since its inception, we were pleased to accept this offer. The staff member of the Industrial Arts Department and the Chairman of the Fine Arts Department met and came to a happy agreement on course content and approach.

The Art Department staff has recognized that our course, Art in Commerce and Industry has been handicapped by lack of facilities and equipment for developing machined products.

A giant step forward is in the making next year. Dr. Wygant of the Art Department and Mr. Schredel of the Industrial Arts Department learned during the year their

mutual interest in supplementing each others abilities and Department facilities in instruction in this area for both Fine and Industrial Art majors.

In the Spring semester next year fifteen majors of each Department will be instructed together by these two faculty. Work will be done in both studios and shops designing and carrying through machine products. Students and staff alike are looking forward to demonstrating that these departments can work together with advantage to each.

Studio Organization

Chairman: Lillian A. Calcia

Each year some rearrangement of studio use and faculty assignment for responsibility has to be made. This results from increasing the number of sections of each major course, increasing staff and changing aspects of curriculum.

Next year there will be one major change. Dr. Wygant will be responsible for Room 226 in the Art Wing. It was necessary to move him into the Art Wing in order to work out the course with the Industrial Arts Department.

This room will house our woodworking equipment, relieving Room 225 which needs the space. It will supplement Room 219 as a working area for the course Art in Commerce and Industry; it will serve as a base of operations for the Art Service staff which is under Dr. Wygant's direction; and it will be used as a base of operation by the High School Class. We hope to have these students use other studios in the Art Wing as well.

The staff agreed last year that Painting was the logical course to move out of the Art Wing when room was needed. Easels are the only equipment for this course and can be moved easily. The other course which has no equipment or material is Home Design and Home Furnishing.

The logical decision was to place Mr. Martens in charge of WA-3-9 since his program includes a section in Painting, Home Design and Home Furnishing and Grade Seven of the High School.

All other responsibilities for studio care and equipment remain the same.

Audio Visual Materials

Chairman: Charlotte Lockwood

Miss Lockwood continued to serve in this area. Arrangements for films for "Art 100" courses were made with the Audio Visual Department. Fewer films were shown this

mutual interest in supplementing among studio facilities and department facilities in instruction in this area for both fine and industrial arts majors.

In the spring semester each year fifteen minutes of each Department will be instructed separately to those for faculty. This will be done in both studios and shops including and carrying through modular programs. Students and staff alike are looking forward to remembering what these departments are more together with advantages in mind.

Studio Curriculum

Chairman: Lillian A. Cohen

Each year some restructuring of staff is the faculty assigned for responsibility use in the course. This results from increasing the number of faculty of each major area, improving staff and changing emphasis of curriculum.

Next year there will be one major change. Mr. Young will be responsible for home arts in the art field. It was necessary to move his into the art field in order to meet all the course with the industrial arts department.

This year will begin our year-round operation, relieving room 309 which needs new rooms. It will specifically room 310 as a working area for the course are in conservation and industry. It will serve as a base of operations for the art service that which is under Mr. Pratt's direction and it will be used as a base of operations by the high school class. We hope to have these rooms and other studios in the art wing as well.

The staff agreed last year that finishing the logical course in art out at the art wing when room was needed. Jewels are the only equipment for this course and can be moved easily. The other course which has no equipment or material in home design and home furnishing.

The logical decision was to place Mr. Pratt in charge of 9-9 view his program including a course in painting, home design and home furnishing and design review of the high school.

All other responsibilities for study were and equipment remain the same.

Industrial Curriculum

Chairman: Geoffrey Lonsdale

This department continues to serve in this area. Arrangements for filed for "art 100" seminar were made with the Adult Visual Department. Home- Film were added this

year on agreement of the instructors.

Cataloging the Department slide collection was continued. It is pleasant to report that Miss Lockwood, with student help, was able to complete the job of cataloging and mimeographing slide lists. It required two weeks of work after close of classes in June.

The mimeographed lists will facilitate ordering to develop a rounded collection.

Exhibits

Chairmen: Mr. Paul Harris and Mr. Charles Martens

The problems of a good exhibit program continue; space, lighting, budget, labeling, announcements, publicity.

The decision to hold exhibits in the Art Wing proved to be a poor one. Attendance was limited to students, those who were in the building for course work. There were few visitors from either the campus population or outsiders.

Exhibits are an important instructional experience for all students. For art majors, selection and installation of exhibits are important aspects of their education. The exhibit program cannot be dropped for these reasons, neither can it continue in a halting fashion. After discussion with various faculty members the decision was reached to approach a solution to the problem through the course Art in Commerce and Industry. Display, lettering and the publicity aspects of this course can logically and effectively be developed around the problem of exhibiting. This can only be a partial solution, since it would limit the course content to carry on the whole program.

The two art organizations have indicated a desire to help develop a more effective exhibit program. Committees from these organizations and the Art Service Group working with faculty advisors will take over the balance of the program. The exhibit program chairmen for next year logically will be the instructors of the course Art in Commerce and Industry and faculty advisors of the art organizations, Dr. Wygant and Dr. Calcia. Meetings were held to move toward a solution of exhibit problems. An electrical company was asked to estimate on improved lighting in the Foyer of Memorial Auditorium; a budget was requested from the Student Organization; contacts were made for exhibits of children's art work and professional work; and approximately eight hundred dollars of equipment and materials were ordered for display installation for next year.

Budget, Orders and Stockroom

Chairman: Ralph Vernacchia

year in expansion of the laboratories.

Considering the importance which motivation was continued. It is planned to repeat this experiment with student help, who also so monitors who inc of writing and wondering which lists. It remained for serve of work after class or answers in class.

The nonmotivated lists will participate according to develop a control collection.

Equipment

Continued: Dr. Paul Smith and Dr. Charles Barnes

The purchase of a good facility provides activity; space, lighting, tables, heating, ventilation, equipment

The laboratory is built activity in the air ring proved to be a good one. Attendance was limited to students who were in the training for remote work. There were few visitors from other use except participation by visitors.

Equipment was an important instructional consideration for all students. For air/water, relocation and in utilization of equipment are important components of their education. The activity program cannot be prepared for lower grades, matter can be handled in a building program. Attendance with certain identify activity the isolated was reached in approaches a relation to the process through an course art in Computer and Internet. Include, instruction and the possibility approach of this course can logically use of learning be reinforced around the problem of activities. This can only be a social activity, since it would limit the process content to every on the basic program.

The two art organizations have indicated a desire to help develop a more effective exhibit program. Associations from lower organizations and the art series group meeting with faculty activity will keep over the balance of the program. The exhibit program should for post year integrity will be the importance in the moves art in department and faculty activity of the art organizations, Dr. Frank and Dr. Allen. Building was held in more lower a solution of exhibit problem. An electrical program was added in existence. In improved lighting in the front of the total facilities; a budget was requested from the student organization; contacts were made for exhibits if exhibit art work and professional work; and approximately eight hundred dollars of equipment for materials were achieved for display installations for more than.

Staff, Other and Consultants

Continued: Ralph Armando

Progress continued in this important area of our program. Supplies were promptly checked and distributed. Drawings were submitted for additional storage units by Mr. Vernacchia and Mr. Kempf. Most staff members were cooperative in turning in accurate and complete orders on time.

Three years ago Mr. Vernacchia developed a form for keeping a record of each faculty member's orders of supplies for courses and for general department use. This has been kept for several years in an effort to determine a per capita expenditure for each course on which to base the budget allocation. As yet this cannot be done.

The increase in majors from classes of twenty to forty-five has made it necessary to allocate budget to courses which most needed additional materials and equipment. Since the original budget from the Bond Issue was not adequate to equip all courses, each year we have built up the courses which needed it the most. The faculty, in staff meetings, have spent considerable time in allocating the budget to the best advantage of the entire department. All faculty have been willing to cut orders for their courses when the need of poorly equipped areas indicated this.

The Chairman of the Department, therefore, was considerably distressed at the casual ordering and use of materials by a faculty member who had been given approximately $800.00 or one sixth of the budget for courses, in order to bring two of his courses up to an adequate level. Approximately $150.00 of this was used for general college purposes and $200.00 of materials were over ordered. Nothing was ordered for one of the two courses.

Art Service

Chairman: Foster Wygant

The faculty member who teaches the course, "Art in Commerce and Industry", is in charge of the "Art Service" to the College. The budget for this is determined by this faculty member with the approval of the art staff in committee meeting.

Over a period of three years, Mr. Vernacchia who was in charge, and the chairman of the Department, worked on a policy statement which would help make an effective program of service to the college.

This tentative policy was given to Dr. Wygant, who having reviewed it, made many constructive changes. It was submitted to the President of the college and having met with his approval, it was distributed to the faculty. A copy of the statement is appended to this report. This policy will be put into effect next year.

Student Teaching

Chairman: Lillian A. Calcia

This is the part of the instructional program most in need of improvement. The major problems can be defined.

The increasing number of art students makes it difficult to find quality cooperating teachers who are willing to serve. Those whom we have used in the past are now being requested to serve for Newark. Next year Paterson will be asking for some of these teachers.

The two student teaching periods have different expectancy levels in objectives and competencies. This is not understood by all concerned, students, cooperating teachers and college supervisors.

Coordination between the Art Department and the Student Teaching Department needs strengthening. It is hoped that time and communication will solve this.

The new members of the art staff are not experienced in supervision and its organization. It is deeply regretted that a Department member was responsible for the most serious defection in carrying out responsibility for supervision.

Meetings with the Director of Student Teaching led to the decision that the Art Department had differences of program which necessitated a Department student teaching bulletin. The Chairman of the Department has written a tentative draft to be developed by the Department and issued this Fall at a Department meeting with cooperating teachers.

Special Instructional Activities

Trips

As usual, field trips were taken throughout the year by most classes, to museums, shops and studios. The major trip of the year was a department all day trip to Philadelphia. The entire group visited the Philadelphia Museum, the Rodin Museum and the University Museum. Smaller groups visited resources related to course content; Freshmen visited a contemporary crafts and industrial design show and Seniors visited the outstanding exhibit of the master planning program for the development of the City of Philadelphia. The major purpose of the trip was to acquaint the students with the art resources of Philadelphia.

Department Meeting Hour

The staff agreed that the Thursday 10:30 meeting of all fine art major students has proved to be a most worthwhile practice. It enriches the program with outside speakers,

brings the entire department together, giving a feeling of good group relationships, provides time for planning of group activities, both social and academic, and helps Freshmen to identify with the Department and its objectives.

The program of the year is appended to this report.

Christmas Decorations

The staff and students agreed it would be a worthwhile art activity of the Department to decorate the campus and buildings for Christmas. The Thursday meeting hour and class meetings of all courses which related to the activity were given over to this project from mid-October to the Christmas vacation.

It was decided to place the major emphasis on the outdoor decorations, to make them of permanent waterproof material, to install them securely against weather conditions and finally to have a unifying theme. The theme chosen was "The Tree as a Symbol of Christmas".

There was considerable criticism of the display which led to a decision in the Junior Class in Art Education to poll student opinion. It was gratifying to learn that the majority of the students were "with" the Department and its effort to serve the college community. It is good to be reminded that empty barrels make the most noise.

Special Contributions and Activities of the Faculty

A photograph of Mr. Harris' sculpture appeared in a national magazine Mr. Harris plans to request a year's leave of absence beginning February 1961, to study casting in Italy. He completed his work for the Doctorate at Teachers College, Columbia University.

Mr. Kampf acted as a judge of an exhibition, Man and His Fellow Man, sponsored by the Family Service of the Essex County Welfare Council; lectured on "Contemporary Religious Art" in the Adult Education Program of the Bloomfield Temple; coordinated and supervised the installation of a mosaic mural in a Temple in Nashville, Tennessee; edited the Art Section of the Reconstructionist Magazine and continued his work on a book on Contemporary Synagogue Art.

Miss Osgood arranged to have groups of students in the course in "Theatre" give puppet shows in many schools in our area.

Mr. Vernacchia completed his course requirements for the Doctorate at Teachers College, Columbia University.

Dr. Calcia acted as a jury member for the annual art show of Red Bank.

[illegible]

[illegible]

[illegible]

Recommendations

1. The increasing number of majors and the increasing responsibility for academic guidance suggests a need for an allowance on faculty load for this very important aspect of the total program. Guidance of quality cannot be done on a "catch can" basis. More can be done within the Department to make the students aware of a "guidance attitude" on the part of the staff.

2. The change from three to four points of administrative credit for the Chairman is some improvement. There is serious need for greater allowance of time and for professional secretarial help if a better job is to be done.

3. There is real need for the Master's Degree in art education to be offered in a State College. Now that Paterson, Jersey City, Newark and Glassboro offer an art major curriculum it would seem that the increased number of graduates in this subject will fill the need.

It is recommended that consideration be given to establishing the Master's Degree in art education. The curriculum for this Degree was submitted to the Graduate Council and was approved several years ago. Since space in the Department is limited, it is probable that the undergraduate enrollment would have to be decreased or the storage space of the department enlarged as a graduate program develops.

Respectfully submitted,

Lillian A. Calcia

Lillian A. Calcia

Chairman, Fine Arts Department

THURSDAY DEPARTMENT MEETINGS

Time: 10:30 A. M.
Place to be announced for each meeting

September 24

October
1--Department Meeting--Discussion of Christmas Decorations
8--Department Meeting--Planning of Responsibilities for Christmas Decorations
15--Christmas Workshop
22--Dr. Calcia and Junior Supervisors with Juniors
29--No meeting (Juniors absent--Junior Week)

November
5--Talk on N. J. E. A. and N. J. A. E. A.
12--No classes--N. J. E. A.
19--Christmas Workshop
26--Christmas Workshop

December
3--Meeting with Seniors on Senior Student Teaching--Dr. Calcia and Senior Supervisors
4--Senior Visiting Day
10--Christmas Decorations Installed
17--December 18--Class Recess
24--Christmas Holiday

January
7--Evaluation of Christmas Decorations
14--Meeting with Juniors and Seniors on Student Teaching
21--Exams begin--No Meeting
28--Exams end----No Meeting

February
4--Registration
11--Mr. Louis Pessalano, Mr. George Petine--first year graduates, "My teaching Job"
18--Mr. Howard Ackerman--Enameling Demonstration
25--Miss Barbara Mildram, Executive Assistant, Bank Street School, "Art and the Young Child"

March
3--Junior Students' Report on Student Teaching to the Department
10--Mrs. Beatrice C. Kettlewood, "How my Painting affects My Teaching"
17--Student Meeting--Art Council
24--Selma Gruenberg. School of the Deaf, New York City, "How Art Experiences Contribute to the Development of the Deaf Child"
28--Spring Recess

April
7--Senior Students' Report on Student Teaching to the Department
14--Mr. and Mrs. William Herrschaft, Demonstration of the Mobilux
21--Dr. Partridge, "Slides of the West"

26--Mr. John Brzostski--"High School Art Education"

May 5--Mrs. Edith Bry, Demonstration of the Use of Glass and Enamels
12--No Meeting
19--Student Meeting--Art Council
26--Dr. Ernst Papanek--"The Art Program of the Wyltwick School"

June 2--Exam Week

Fine Arts Department

Proposed Program of Service to the College

The Fine Arts Department wishes to be of service to the College in those areas in which its abilities make a contribution. The course titled Art in Commerce and Industry, in particular, includes as part of its content experiences in forms of communication such as catalog covers, brochures, charts, signs, posters, displays and exhibits. We feel that those experiences will gain validity through practical projects of value to the College.

Since the studio courses are designed to give the student an opportunity to develop his creative potential to the highest through a planned sequence of fundamental learnings, these experiences should fall into the planned sequence and have inherent educational value. In the past our efforts to provide an art service within these conditions have not always been satisfactory. There have been several reasons for this.

Rush assignments are usually disruptive, of little educational value, and untimely. From experience we find that few students begin to attain a high quality of techniques and skills in an art form before the second semester of the course.

In past years, services requested have not always offered creative opportunities. The time expended has often been disproportionate to the value of the work. Occasionally we are called upon for mechanical jobs which can be done better by machine. Occasionally we are asked to do work requiring many hours only to find that the work is discarded after brief use.

If these pitfalls can be avoided, an art service to the College can enhance the course work. To do this, we are considering a procedure by which, as part of his course work, each student would be expected to seek out, plan, and carry through a graphic project for a Department. In the current year, to explore this possibility, one or more students will be assigned to each Department.

As a first step in testing the feasability of our plan, we would ask only that the students be granted an interview with a member of the Department who can consider with them the kinds of projects needed by the Department which these art students may provide. We hope that the projects will give them a real share in designing graphic material of continuing utility. If enough promising ideas are thus developed, we will expect to incorporate them into the course work for the coming spring semester, and continue the procedure in future years.

* * * * * * * *

Quite apart from class work, the Department is able to provide a limited additional art service through a small group of work scholarship students. Efficient use of their time and satisfactory results require careful advance planning and sufficient time for execution. In the past four years, the Department has accepted almost all requests, and for one year kept a record of the time involved for each request. The record showed that the time necessary to make a good poster averaged six hours, not including preliminary discussions on design and the time to secure supplies. Designs for brochures, catalog covers and the like may easily require two months and may take longer.

All requests for art work should:

1. be written
2. give specific information as to:
   - size
   - number
   - written content
   - place used
   - date needed
3. provide materials or funds for materials not stocked by the Department

All requests should be sent directly to Dr. Foster Wygant who teaches the course "Art in Commerce and Industry." His office is in room WA 3-9. Since he has no phone , requests are best made personally or by mail. Personal contacts ensure clear understanding.

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We hope this statement clarifies our problems, and that we can move ahead to be of service in bringing to the college high level exhibits, speakers, films, art demonstrations and the like--and in creating art forms for the college collection.

The Department must reserve the right to refuse work if it jeopardizes the objectives of the course, or if insufficient advance notice is given.

MONTCLAIR STATE COLLEGE

Foreign Language Department

Report to the President

Academic Year
1959-1960

I. DEVELOPMENTS AND TRENDS

A. National

Interest in Foreign Language study has increased appreciably on the national level as a result of Mr. Content's Report on The High School in which he urges four years' study of a single language and three years' study of a second language. This has tented to lower the level of beginning a modern language to grade nine in the high school in order to fulfill the recommendation for four years. Many programs begin in grades seven and eight permitting a six year sequence if desired. The soaring of national interest in Foreign Language study resulted in and has been aided by certain titles under the National Defense Education Act which has given impetus to Institutes, to the Installation of Language Laboratories, to conferences, to the collection of Publication of data from surveys, and the preparation of teaching materials. The Modern Language Association has been extremely active in promoting and executing this work.

B. State

Foreign Language enrollment in New Jersey schools has increased, especially in French and German of the modern languages. In all languages there are more classes and more students in advanced language (III - IV) classes because of the emphasis college admissions offices are placing on long sequence. More seriousness toward study being displayed by high school students makes the language class more appealing as an area of concentration. Language Laboratories have been installed in many schools thus giving additional practice in the audio-lingual skills. Additional classes, retirements, need for many more teachers puts the administrator in the role of finding replacements and additions from a very low pool of supply. Principals and superintendents want to add Russian but there is a very limited number of qualified persons for such an assignment. German and Latin teachers are extremely hard to find. Consequently there are all too many in classroom with temporary or limited teaching certificates or, though properly certified, are years removed from their training and experience - those who have returned to the classroom after retiring from business, or rearing a family. Enthusiasm for and numbers in

MONTCLAIR STATE COLLEGE

Foreign Language Department

Report to the President

September Fair
1954-1955

I. Departments and Teachers

A. National

Interest in foreign language study has increased considerably on the national level as a result of an. Government, always on the high school is which be stress four years' study of a single language and three years' study of a second language. This has helped to lower the level of beginning a foreign language to grade nine in the high school in order to fulfill the requirements for four years. This program begin in grades seven and eight preparing a six year sequence if desired. The teaching of national interest in foreign language study realized in and has been given by certain cities among the Armed Defense Translation bureau which are given important in importance, to the Importation of language interpreters, to conferences, to the relation of Population of this country, for the preparation of teaching materials. The foreign language association has been tremendously active in promoting the attractive this work.

B. State

Foreign language involvement in the lower schools has increased, especially in French and German of the boring language. In all languages there are more classes and more students in advanced language (III - IV) classes because of the required college admission officers are placing on long sequence. More testimonies based study being displayed by high school students with the language class more speaking as in area of conversation. Language laboratories has been installed in many schools that giving additional practice in the audio-lingual skills. Additional drivers, rehearsals, and for most more teachers pole the administrator in the role of finding replacements and additions from a very low pool of supply. Pitfalls in the superintendents want to the Spanish but there is a very limited number of qualified teachers for such an assignment. Though the Latin teachers are extremely hard to find. Consequently there are all too many in classroom with temporary or limited teaching certificates or, though properly certified, are years removed from their training or experience - these are being replaced to the classroom after retiring from business, or making a family. Laboratories for the majority in

foreign languages will soon diminish if teaching is sub-standard. New methods and materials make in-service training highly desirable, if not essential. A number of schools in New Jersey have language programs beginning in the Junior High, grade 7, which poses the problem of preparing a Junior High School level teacher, as well as the problem of articulation of materials between the Junior and senior high program. A large number of children from the elementary grades are enrolled in language classes arranged outside of school by the PTA, committee of citizens, or groups interested in early age language study, because local school authorities following the attitude of the state Department of Education have failed to recognize or include Foreign Language study in the elementary school curriculum. The Advanced Placement program has enjoyed wide subscription throughout the country, especially the East, but again the feeling of the State Department of Education has not been conducive to the full flowering of such a program in the New Jersey public high schools. There are honors classes and accelerated classes which permit students placement in a higher level class when he reaches college but no high school Foreign Language classes by reciprocity granting College credit. Laymen's interest as well as endorsement from most professional circles may affect the currently rather rigid views held by educational policy-makers in this state.

C. College

National and state trends are reflected somewhat in the Foreign Language program at the college. There was an increased number of high school seniors making application for majors in the Department making it necessary for the first time to offer two sections of French 101 and Spanish 101. Spanish 100A was also offered for the first time. The installation of a language laboratory promises to give our students increased opportunities to develop their aural-linqual skills. A graduate seminar in Language Laboratory Learning for Teachers of French was offered by Prof. Fernand Marty of Wellesley College in the Fall term followed by a course in French Phonetics at the graduate level during the second term. The Methods Course in the Teaching of Latin was offered in the Part-Time and Extension Division during the Fall term, attracting those needing certification credit, minors, former teachers, or those wishing contact with new methods and materials. Summer courses at the graduate level were offered for the first time in many years; one in French; two in Spanish, and one in Introduction to the Language Laboratory taught by Miss Fantone of the Audio-Visual Department. Two meetings open to the public including principals, superintendents, Foreign Language department chairmen, A-V personnel from throughout the state were invited featuring a lecture and demonstration by Prof. Marty on Language Laboratory Learning. The expense of these meetings was underwritten by the Magnetic Recording Industries and the Secondary Division of the State Office of Education. As a feature of the joint meeting of the New Jersey Classical and New Jersey Modern Language Teachers the college Foreign Language Dept. brought Prof. Waldo E. Sweet of the University of Michigan to the campus in March to talk on the Linquistic

Method and demonstrate the Teaching Machine. Interest was expressed on the part of administrators and foreign language teachers in an extension of such services to the schools and teachers in the state.

D. Staff:

The retirement of Misses Escorioza and Tonone and the need for an additional staff member in Spanish brought three new staff members into the department. Drs. Amaral and Rivera-Rivera in Spanish have worked very hard in a newly constructed office part of Room 9 to create atmosphere in their office, to systematize the holdings they found of the Spanish Department, to prepare course descriptions and Bibliographies for the classes they teach, to order new books for the library, to start a file of the students in the department, to plan and supervise observation experience, to direct tutoring and laboratory experience of students, to counsel students in groups and individuals, to plan and offer graduate courses. I feel they are to be commended for orienting themselves to the job before them, for their organizational ability, and for taking hold. Mrs. Szklarczyk came into the French Department as a new member on the opening day of school to replace a new person who called on the day of Faculty meeting to say condition of health prohibited his coming. She too, distinguished herself by hard work, strong personal interest in and concern for the students, masterminding the use of the Language Laboratory, and in the presentation of graduate courses. She makes a very fine contribution. Dr. Lenel worked very hard in trying to stimulate interest in building up enrollment in German classes by talking and counselling individually with prospective students. She planned and carried off with great success a German program arranged for high school students and teachers of German. Her conscientiousness and thoroughness in performance of duty is distinguished. Mrs. Cressey received countless numbers of order from across the country for her syllabus for French in the lower grades. These were duplicated and distributed. Because of the demands for this material and the need for revision, she has decided to take the item off the market and save the remaining copies for students in the department. She serves as the authority on the FLES program and receives many calls to serve as consultant. She was honored by being asked by the M.L.A. to serve on the M.L.A. National Examination Committee. Much time and energy were needed to place the three students in schools in France for their year abroad, 1960-61. She devoted many hours and days to this task. It becomes increasingly difficult to make arrangements, especially living accommodations for these students, and costs are mounting. Her assistance and counsel to me in trying to perform my duties were a real necessity and help.

Because of the overload of hours in the Latin Department, Mrs. Knecht took the Latin I class in College High School. She also had one section of French 101 in addition to her Methods, Supervision, and sections of Language 300. She executed her duties well in connection with the Study Abroad Fund. Mr. Shore had an increased number of sections of Language 300 inasmuch as three-fifths of this program was in the Foreign Language Department. There was no real change in the programs of Dr. Zebian and Perez.

tained and demonstrate the Teaching profession. Interest and cooperation on the part of administrators and foreign language teachers is an essential of such programs in the schools and language in the state.

D. Staff:

The retirement of Miss Gertrude Ann Turner and the death of Dr. [illegible] additional staff member in Spanish brought three new faculty members into the department. Drs. Lowell and Stern-Gillet to teaching in Spanish very hard in a really successful initial year of their first three years in this office, to introducing the beginning Spanish course, to promoting conversation, to preparing course descriptions and distributing them for the classes they teach, to order new books for the library, to attend a file of the students in the department, to plan and supervise observation and participation, to direct tutoring and laboratory supervision of students, to counsel students in groups and individually, to plan and direct graduate courses. I feel they are to be commended for devoting themselves to the job before them, for their organizational ability, and for their [illegible]. Drs. Sabiancay came into the French department as a new member in the opening day of school to replace a new person who resigned on the day of faculty meeting to my knowledge of usually practicing the course. [illegible], distinguished herself by hard work, strong personal interest in her students for the students, maintaining the [illegible] of the language department, and in the presentation of graduate courses. [illegible] a very good contribution. Dr. Lowell seems very keen to trying to strengthen interest in building up enrollment in German classes, to building and consolidating stability in promoting students. The planned and carried out study [illegible] a German program approved for high school graduate and teaching German. Her conscientiousness and accomplishments in performance of duty is distinguished. Mrs. Gordsky resigned considerable amount of work [illegible] across the country for her application for transfer to the lower grades. These were duplicated and distributed. Because of the demands for this material and the need for revising, she has decided to take the [illegible] earlier and save the remaining money for students in the department. [illegible] carries an big workload on the [illegible] and [illegible] [illegible] service as coordinator. She was assisted by [illegible] by the U.S.A. in service on the U.S. National Committee Consultant. Miss [illegible] were needed to plan the [illegible] to Mexico for [illegible] year abroad, 1960-61. The special [illegible] and [illegible] to [illegible] become increasingly difficult to make arrangements, especially during accommodations for these students, and costs are mounting. Her [illegible] and summer to be in trying to perfect an [illegible] are a real necessity and help.

Because of the overlord of [illegible] in the Latin Department, Mr. [illegible] took the Latin I class in College High School. He also had the [illegible] of French III in addition to his duties, [illegible], and [illegible] of language 100. The [illegible] for [illegible] will be [illegible] with the study abroad [illegible]. Mr. Sorre had an increase number of [illegible] of language 100 increased to three-fifths of this language as in the [illegible] department. There was no real change in the programs of Mr. [illegible] and [illegible].

E. College High School

Change in personnel at beginning of year and at mid-year. Because of turnover in staff and certain other limitations, it is difficult to fix upon a teacher for each grade level of each language or a single teacher to carry through a single language program. We hope to make progress in this effort. Observation experiences were more meaningful as they were worked out more carefully and realisticly this year. Observation time will probably be cut in half in the future, however, as we are eager for our majors and minors in their junior and senior years to put in an hour a week in the Language Laboratory as teaching assistants.

I asked each member of the department to contribute to the annual report a detailed summary of the year following a prepared outline I submitted to each and these will be included below, grouped by languages. Inasmuch as there have been shifts in the staff in the past two years, I include their reports as they were submitted because of the insight it yields to the thinking and philosophy of new members of the department and of former members who are re-thinking the program in light of changes in staff and changes in Foreign Language teaching with its increasing demands. (No reports from Knecht, Perez, Shore.) Problems or recommendations common to the whole department will be set down following this statement of special features and accomplishments and suggestions.

II. SUMMARY FOR THE YEAR 1959-1960

A. Amaral

1. Courses offered; enrollment in each: undergraduate and part-time and extension.

Fall Semester - undergraduate courses

Sp. 201 enrollment 15	Sp. 405 enrollment 9
Sp. 201 enrollment 13	Sp. 101 enrollment 21

Spring Semester

Sp. 304 enrollment 13	Sp. 202 enrollment 14
Sp. 102 enrollment 20	Sp. 404 enrollment 9

2. Special projects conducted in any of these classes including field trips.

Visit to Columbia University to hear Prof. Rafael Lapesa, of the University of Madrid, April 1960. (all classes)

Visit to New York to attend presentation of Don Juan by faculty and students of Columbia University and Barnard College. February 1960. (all classes)

Spanish Dinner (learning how to prepare Spanish meals) April 1960. (Junior class only at the Amaral House)

Afternoon of Spanish Music - Amaral house, May 21, 1960. Freshmen class (Spanish music and Spanish songs. Practice)

3. Recommendations concerning any of these courses. If the incoming Freshmen class is as good as this year's, we will have to get

[illegible]

[illegible]

[illegible]

ready to teach more extensive courses in the years ahead. The general complaint of Freshman students concerns the lack of reference books in the library. Sophomore and Freshman students generally use the facilities of the Newark Library.

4. Suggestions for additions or alterations or scheduling of classes. I enclose a list of staff and teaching schedules for the Department of Romance Language, the State University of New Jersey, 1959-1960.
Please notice:
Professors teach nine hours (weekly)
Instructors teach twelve hours (weekly)
There is one graduate assistant whose only duty is to take care of the Language Laboratory. I believe we should have the same teaching load. Moreover we are working with carefully selected students and not with masses of "requirement-paying" students. We do need more time for class preparation, reading papers, evaluation and guidance.

Electives - Electives should be available to sophomores.

Advanced students, accelerated program - Incoming students with a high degree of preparation should be able to move into 200 courses as soon as they are spotted by the teacher. Provision should be made to allow them in their sophomore year to take 201 and 301 at the same time, if and when they take 202 in the spring semester of their Freshman year, in lieu of Spanish 102.

5. Any suggestions relative to admissions, pre-requisites, placement, evaluation.
Increasing quota of Spanish students is desirable. From the number of interviews it is clear that top students were not accepted, even if the shortage of Spanish teachers is appalling.
Records of interviews and evaluation of students should be kept in departmental files and students should be placed, after acceptance, according to the evaluation of the department, only. Superior students should go into Sp. 101 and two-year students of poor background into Sp. 200A.

6. Trends in your particular language and suggestions you may have for the department's participation in latest developments.
I would like to see the department more interested in accelerated courses, with some honors program of its own.
Besides Montclair State College could act as the leader for New Jersey into accepting exceptional students with only three years of high school, as is being done in other states.

Trends in Spanish
More electives and graduate courses should be organized around Latin America, not only in Spanish, but in History and Economics. A course in Latin American History should be a requirement for all Spanish Majors. This is quite feasible as the college already offers such courses regularly.

It is the feeling of the Freshman class that they would like to have less general requirements and more electives, as in other colleges. They are also willing to undertake more working hours in their major field.

7. Suggestions for laboratory teaching.
Expansion of the laboratory. And two scholarship students selected by the Language Department to take turns in the Lab. to be present at all times, to handle machines, tapes, keep records, to keep keys to cabinets and to help any student willing to use the Lab.
Lab. to be opened to language students at all times, like the library.
Recording booth - to prepare tapes free of interference.
Appropriation for buying commercially prepared tapes, slides and rental of films as selected by Language Department. The collection of Spanish art has to be increased.

8. Your own professional record for the year: publications, speaking engagements, meeting, conferences, extra curricular activities: club, class, college, community: any special research or projects in which you are engaged.
Adviser to Delta Omicron Pi sorority.
Research: The influence of Blake on the Spanish American poet Pablo Neruda.
Community: Choir Committee - Piscataway Township High School PTA.

9. Finally, any recommendations which you wish to make relative to improvement of the program or status of the department for the future.
Spanish Room for Club activities, for permanent use.
Spanish Summer House.

B. Rivera

1. Courses:

	Enrollment	Level
Spanish 10	29	H.S.
" 12	7	H.S.
" 102	19	Undergraduate
" 202	14	Undergraduate

2. Projects
Four extra hours for Laboratory in Spanish 10 per week. Material used aimed to give better aural comprehension. Tapes prepared by teacher using self and other available voices of different regions of Spain and Spanish America. Level was the same of book used in class, but with more broad vocabulary and based on stories.

Spanish picture based on the novel read by the 12th grade. (Based on Dona Barbara by Romulo Gallegos, a Spanish American Classic, depicting the life of the Venezuelan "llanero" and the role of education in lifting the standards of living). This picture was seen by all the Spanish classes and by students who do not take Spanish. It was rated as a great success by the audio-visual department.

A Spanish luncheon offered to the 12th graders as a celebration. After the lunch we will visit The Hispanic Museum and Library, Columbia University Library and Spanish House and go to a Spanish movie.

3. Recommendations for Spanish 101-102
They should take a placement test. Those with two years of Spanish in High School should be sent to Spanish 200, unless they show in the test real proficiency. The rest should take one extra hour per week in grammar and composition, so that time enough be left to cover the course in Culture and Literature of Spain. The extra hour could possibly be taught by a qualified senior, and credited as practice, or as a scholarship grant.

4. I respectfully suggest that, for the good of the service, no teacher should carry more than three levels and that the programs be as compact as possible, to allow time for preparation and paper correction and still allow eight hours sleep.

5. Number three contains my suggestions as to placement.

6. It is essential that the Language Laboratory be covered at all times either by one of the scholarship students, properly trained by a junior or a senior or by one of the audio-visual students with knowledge of Spanish and of the material, so that students may use their free time for laboratory practice, on the recommendation of the teacher or on their own free will as they see their own needs.

7. An elective course in the use of Laboratory for Spanish Teachers could be useful.

8. Conferences:
Series of conferences on comparative literature offered by Ulyses Institute of New York, a cultural organization. (Free)

Conference on De Hostos of Chile. Spanish American Cultural Institute of New York.

Radio Programs:
Teaching English to the Spanish speaking population of New York. (Weekly)

The Puerta Rican People and their culture. Lectures by radio.

Articles sent to Literary Reviews:
Folklore Elements in Dario's Poetry
Analysis of the sonnets of Ayerra, a baroque poet.
The "jibaro" language of the anonymous poetry of Puerto Rico.

In Press:
Poetry in Puerto Rico before 1843. (About 400 pages)

Research Projects:
Le soleil dans L'etranger de Camus (article)
Four French poets born in America (article)
Poetry in Puerto Rico during the second part of the 19th century (second volume of book in press)

Club: Tertulia Espanola.
The Tertulia invited professor of other departments to speak on their special fields, also related to Spanish:
Dr. Kahn on Manuel De Falla
Dr. Fincher on Spanish American Economy
J. Hernandez, a poet from Alicante, Spain on Gabriel Miro
It will celebrate a picnic on May 18.

9. One of the graduates of the Spanish Department came a few days ago to ask for suggestions about the paper that he is to write and complained that the department does not have courses in Spanish, so they have an M.A. in Spanish with courses in other fields. He thought that we should have such courses. Probably if we could prepare a list of possible courses and send them to the high schools, asking the teachers to mark those that would interest them and if they would take them in case that they be offered, we could build a graduate department. As a matter of fact, we should send the description of the courses to be offered this summer to all the high schools of New Jersey, specially to those with former Montclair students.

Addenda.

2. Projects.

Several members of class 102 and 202 attended the Conference given by Rafael Lapesa, the Phlologist, critic and grammatician, at the Spanish House of Columbia University.

Suggestions for the improvement of La Tertulia.

We would need alittle corner where we could meet at leisure and voluntarily during the day for a cup of coffee, for an informal talk, listening to music or reading an article in a magazine of feee discussion in Spanish. The big room in Chapin is too cold. The pile of chairs next to a grand piano is unesthetic. It's embarrassing to offer a paper cup to a guest. At the end of the day everybody is tired and worried about missing a ride, or the next morning exam. I suggest that the monthly meeting be a formal and the weekly ones informal, so that there be possibilities of producing a play or a program with less strain than the Christmas one. And further, that time be allowed in schedule for taking care of La Tertulia.

Thank you for your most democratic attitude in asking us to express our opinions and give our suggestions.

Economic Projection.
In which does Venezuela on Labor (Partial)
Food Prices Joint Corp. (i. Social Services)
Market in Fruits Also during the Prices Part. 1. 1.1 1.1 Income
(Second Volume of Lost 11 Group)

Chap. Venezuela Economic.
The Venezuela Institute professor or other Commissioner to Report to Lost's
Special Union, also reported by Venezuela:
1r. Plan on Based in Venezuela
2r. Finance or Official Spending Income
3. Investment, a part from Difference, Trade or Special Use
Or will maintain a planet on top 2.

2. One of the pressures of the Venezuelan Government's plan: for this has to
ask for suggestions about the Labor that is in a union and Negotiation
that the Government does not have a case in Venezuela, in the Year 1974 in
N.A. in Spanish with Company in other Fields. The Company that is Minister
Sara and Company. Finally, it is Social Problem: Lost or Spending
Problem and Need time to the Lost Social, Before the Industry to Work
Have that would Interest than and it Lost Social Lost Year in Case that
Lost be Closed, the Social Field Problem Government. In a Minister of
Part, we should Need the Contribution of the Country to Increase Help
Income to all the Lost Schools of Our Country. Especially in Lost Also
Former Industrial Students.

Address.

3. Property.

Several members of class 102 and 201 Finance for Lost Property Lost Given
by Retired Income, the Industrial, Office and Prime Minister in the
Spanish Group of Lost Social Industry.

Suggestions for the Improvement of La Venezuela.

We could see Altria Group Lost Area in Social Lost of Income and Prime-
arily during the Lost for a Day of Office. For an Informal Lost, Lost-
ing to Make an Reason an Article in a Meeting or Free Commercial in
Social. The Big Year Lost Change in the Lost. The Lost of Other Lost
to a Group Plan in Venezuela. This Experiencing in Offer a Lost in
N. Year. At the End of the Day Everyday in Street Lost Social Lost
during a Vida, or the Lost Social Lost. I suggest that the Lost
Meeting in a Formal and the Social Lost Lost. To Lost Lost in Lost-
ability of Year Lost Lost or a Lost Lost Lost Lost Lost Lost
Celebrar Lost. And Culture, Lost Lost be Allowed a Lost for
Lost Lost of La Venezuela.

Thank you for your Lost Economic Citizen in Lost in La Lost
Lost and Give our Lost Lost.

Department of French

1959-1960

Enrollment:

Fall:		Spring:	
Fr. 100A	12	Fr. 100B	6
Fr. 200A	7	Fr. 200B	7
Fr. 101	30	Fr. 102	30
Fr. 201	15	Fr. 202	14
Fr. 301	9	Fr. 302	10
Fr. 402	9	Fr. 410	8
Fr. 404	6	Fr. III	17
Fr. III	18	Fr. I	30
Fr. I	30		

In French 100A and 100B, understanding and oral skills were stressed. In the latter half of the second semester, reading assignments were tripled in length. Students adjusted to this with no apparent difficulty.

This was done in order to prepare 100B students for entrance into a regular course on the 101 level, where they will compete with students haveing had three of four years of High School French. I do not anticipate their having any serious difficulty. They are more than adequately prepared in oral skills, they understand well, and have mastered the technique (yet to be learned by most of the incoming Freshmen) of writing simple, using authentically French vocabulary and structures which they have mastered in speaking and reading. On the other hand, they will certainly need supplementary work in grammar and verbs. They have learned formally only two tenses: the present and the passe compose. However, they are able to recognize a great many other tenses in reading, and to use the future in conversation. I have assigned to all students intending to continue in French next year supplementary verb assignments and supplementary reading to be done over the summer. The supplementary reading consists largely of plays, which students report that they are able to understand with little difficulty, as their work this year has been largely conversation-oriented.

In 200B we tried to cover the same material as was covered in Fr. 102, so as to enable the better students, wanting to minor in French, to enter Fr. 201 in the fall. More work in the laboratory should be demanded of those students; laboratory periods should be scheduled on the two days the class does not meet.

The students understand French well, speak fairly well with some hesitancy, but are weak in grammar. More intensive grammar drills, work in language structure must be stressed in the laboratory periods as has been planned in the course of study.

In French 101 and 102, students of widely divergent backgrounds were brought together. Many were well prepared in grammar and reading, but sadly deficient in understanding and oral skills. Almost all spoke and wrote a jaron which

Supplement of Fr. 1A

1970-1976

Sorted results:

Fall:		Spring:	
Fr. 101A	12	Fr. 102A	6
Fr. 202B	7	Fr. 102B	7
Fr. 101	20	Fr. 102	0
Fr. 201	15	Fr. 202	12
Fr. 301	5	Fr. 302	10
Fr. 402	9	Fr. 310	4
Fr. 401A	6	Fr. 377	27
Fr. 111	12	Fr. 1	27
Fr. 1	35		

In French 102A and 102B, conversation and oral skills were stressed. In the latter half of the second semester, reading selections were typically longer. Students indicated to me that it was somewhat difficult.

This was done in order to prepare 102B students for entrance into the regular course on the 101 level, where they will compete with students having had three of four years of high school French. I do not believe the short reading had any serious difficulty. They are more than adequately prepared in oral skills, they understand well, and have mastered the technique (yet to be learned by most of the learning French) of writing slowly. Using phonetically French vocabulary and structures which they have mastered in speaking and reading. On the other hand, they will certainly need [illegible] in order to [illegible] and write. They have learned formally only two tenses: the present and the past response. However, they are able to recognize a great many other tenses in reading, and to use the future in conversation. I have assigned to all students intending to continue in French next year [illegible] with [illegible] and supplementary reading to be done over the summer. The supplementary reading consists largely of plays, which students report that they are able to understand with little difficulty, as their work this year has been largely conversation-oriented.

In 2008 we tried to cover the same material as was covered in Fr. 102, so as to enable the better students, wishing to enter in Fr. 201, to enter Fr. 301 in the fall. More work in the laboratory seemed to [illegible] of [illegible] laboratory [illegible] assigned on the [illegible] the [illegible] done but [illegible].

The students [illegible] French well, most fairly well and some [illegible], but are [illegible] to grammar. More [illegible] grammar drills, work in laboratory [illegible] be obtained in the laboratory [illegible] in the course of study.

In French 101 and 102, students of widely different backgrounds were [illegible] together. They were well [illegible] to grammar and reading, but badly [illegible] in understanding and oral skills. Almost all [illegible] [illegible]

can most kindly be described as the illegitimate offspring of their mother tongue and a French-English dictionary. In the course of the year, all have learned to understand well, to speak more or less fluently and to write simply, using familiar vocabulary and structures and consulting only a French-French dictionary. All students in section B now own a Petit Larousse.

In the first semester, the Harris and Leveque Conversational French textbook was used. This is a good book, but the amount of English used in it tends, in my opinion, to encourage habits of translation and to delay thinking in the language. In the second semester we changed with the consent of the students, to the Mauger, Ier Cours. This book is excellent for all purposed except grammar, that is for the purposes of a oneyear course. If I were to do the course over, I would assign the Mauger at once, after the four week oral period, and supplement it with additional structure and reading material.

Regular weekly laboratory periods in addition to class periods were successfully carried through and brought about, in my opinion, decided improvement in almost all pronunciations.

In the second semester, students from both section of 102 presented selected scenes from the Farce de M aitre Pathelin and presented it in medieval costume for the benefit of students of 102 and 200B.

Students in the course also read, discussed and listened to recordings of Moliere's Le Misanthrope in preparation for a trip to Princeton, N. J. to see the performance of the Vieux Colombier troupe.

In reading French 201, 102, we were fortunate in having two excellent performances of Moliere being given in New York and vicinity. The class after reading the Misanthrope was able to enjoy fully the excellent performances given in New York and Princeton. The class was asked to see the French movie, Le Bourgeois Gentilhomme, performed by the actors of the Comedie Francaise.

This course coming so early in the students' career is always a hard course to teach. The material is not simple, yet a thorough knowledge of the main works of the great classics is necessary for an understanding of modern liberature. I believe it should remain in our curriculum despite the demands it makes on both teacher and students.

In French 301 and 302 , students did extensive reading in the eighteenth century and in the French novel. One novel per week was read in the 302 course and disculled in class. Students received the term's program on the first day of the semester and succeeded on the whole quite admirable in keeping up the necessary pace. I feel that all have made gratifying progress in reading. They have learned to read rapidly and many reports and exposes have been excellent. Whether such a pace could be maintained by a class less intelligent and less highly motivated, is open to question. Students are, particularly toward the end of the year, subjected to many pressures in other courses and in their college life. In the last weeks, I noticed a certain fatigue among students in this course which seemed to be the result of their efforts to maintain a reading pace far more rapid than ever before. While they showed great appreciation of the subject matter of the course, I cannot help wondering whether a greater variety of literary forms ought not

[illegible]

[illegible]

[illegible]

to be introduced. There is, I find, a certain monotony in reading novels, and nothing but novels for a whole semester. I believe that if there could be varied with some poetry and drama, the same quantity of reading could be done will less mental fatigue. For this reason, I should like to see what I could do with a course permitting greater flexibility in reading assignments. Instead of a course based on one literary genre, it might be interesting to attempt a course base either on one period, or on a study of one or more literary movements. A course titled, for example, From Romanticism to Symbolism would have the advantage of permitting extensive reading and an adult approach to literature, while allowinggreater flexibility in literary forms studied.

French 402 will have to be supplemented with laboratory experience in conducting pattern drills, as soon as we can get enough material intelligently prepared. As many structure drills as could be worked in were included in the course, the students were asked to prepare their own pattern drills on the points of syntax studied at the moment.

We had two classes in the High School for observation and participation; a better plan must be worked at time of registration so that all the Juniors and the Seniors are able to participate fully in this program. Seniors should be worked into the 8 grade program giving them training in audio-lingual techniques. The Juniors were asked to observe and participate in both classes. They each had an average oftwo observations a week.

GRADUATE PROGRAM

In the Fall semester, a course in Techniques of the Language Laboratory was given by Professor F. Marty of Wellesley. Enrollment was so great that two sections were necessary. Students reactions were most enthusiastic.

In the Spring semester, a course in French Phonetics was given. Students' comments were favorable, and expressed a wish for more language and phonetics courses on the graduate level. Students in Language 402 (Phonetics) experimented with a number of new techniques of pronunciation correction, and tested several of those in High School classes and laboratories. The most successful of these have been incorporated into our permanent collection of tapes.

The M.A.degree was granted to Miss Virginia Scarnici, after a four hour comprehensive examination, written and oral.

PROFESSIONAL ACTIVITIES: G. GRESSEY

Observer during August, 1950: Ecole Normale Superieure de Saint-Cloud, France.
Member of Professional Preparation Committee, M.L.A. Testing Program.
Reviewer of M.L.A. Testing Program for all French projects.
Member of Executive Council N.J. M.L.T.A.
In charge of French student exchange with France.
In charge of Exchange Students already matriculated for M.A. at Montclair.
Attended meetings of N.J. M.L.A. Atlantic City, Montclair
A.A.T.F., New York City
Northeast Conference on Teaching a Foreign Language,

Atlantic City
Participated in Professional Preparation Committee,
New York, N.Y.
Washington, D.C.
Boulder, Colo.

FIELD TRIPS WITH STUDENTS

"Le Misanthrope", New York City
"Le Bourgeois Gentilhomme", New York City

PROFESSIONAL ACTIVITIES: L. Szklarczyk

Attended meetings of American Philological Association - New York City
Northeast Conference Teaching of Foreign Languages
Atlantic City, N.J.

Completed my Ph.D. thesis on The Phonology of the French Word, at the University of Pennsylvania. Tentative defense date for1

FIELD TRIPS

"Les Quatre Cents Coups",
"Les Misanthrope", Princeton, N.J.

LANGUAGE LABORATORY

At the beginning of the school year, the language laboratory contained 21 places and 10 tape recorders. During the second semester, one new tape recorder of a different model was installed. Installation of 10 more is expected before the beginning of the fall semester.

A number of new laboratory materials, particularly master tapes, have been added to our collection and several have been ordered. The majority of these are exercises in pronunciation and conversation. A series of original pronunciation problem excercise tapes was added to our collection. Another series of exercises in French structure will be completed this summer.

The laboratory was used regularly every week by students in courses French 100A and B (twice a week), 101 and 102 (once a week). Laboratory hours are always in addition to regular class hours. It was also used on the graduate level in Prof. Marty's Language Laboratory course, and in Language 402 (Phonetics). Several pronunciation tapes originated by students in Language 402 have been copied and preserved in our permanent tape library.

Sophomore and Junior Classes were also introduced to the use of the Laboratory. The pronunciation of each individual student was analyzed. His problems were pointed out to him and remedial exercises suggested. Each student was given a tape of his own for remedial pronunciation exercises.

Attachment C-1.
Participation in Environmental Improvement Conferences
New York, N.Y.
Washington, D.C.
Boulder, Colo.

[illegible]

"La Plantation", New York City
"La Sourgeoie Gentilhomme", New York City

[illegible]

Attended performance of American Philosophy Association - New York City
Attended Department Meeting of Foreign Languages
Philadelphia, Pa.

Completed my Ph.D. thesis on the functions of the French verb, in the Graduate School of Philadelphia. Successfully defended this thesis.

[illegible]

"Les Quatre Saons Dorge",
"Les Mamsbrrow", Princeton, N.J.

[illegible]

At the beginning of the school year, the Language Laboratory contained 21 [illegible] and 20 tape recorders. During the second semester, one tape recorder [illegible] a different model was installed. Substitution of it was [illegible] the beginning of the first semester.

A number of new laboratory materials, particularly reading texts, have been added to our collection and several have been ordered. Unfortunately [illegible] there are reserved for presentation and discussion. A number of [illegible] presumably in October when some new books in our collection. Another series of exercises in French literature will be completed this summer.

The laboratory was used regularly every week by students in courses in French 1004 and 8 (twice a week), 101 and 102 (once a week). Laboratory [illegible] are always in addition to regular class hours. In one class [illegible] graduate level in French. Prof's language laboratory course, [illegible] 102 (Translation). Several conversation hours were scheduled for students. Homework has been begun and completed in our graduate [illegible] Library.

Undergrad and Junior Grades were also introduced in the use of the laboratory. The promotion of such individual study of our students. The students were polled on the use and research exercises suggested. Each student was given a term of its own for research [illegible] exercises.

Unfortunately lack of time prevented our following the progress of each individual student. However, those with the most serious difficulties were followed through. Definite progress has been noted in all of these cases.

The laboratory was used as a mass duplicator in order to provide each student with a master tape of the lesson. The copying process occupied the first 5-10 minutes of the hour. The rest of the laboratory hour is spent in listening, repeating aloud and recording. In the courses with regularly scheduled laboratory hours, the progress made by students in pronunciation and articulation was most gratifying. In my opinion, the laboratory is a definite asset to the department; the only problem remaining is to make fuller use of it. More tapes recorders need to be installed, and a greater variety of tapes and materials to be purchased and originated. A means of using the laboratory for the High School Students-- impractical this year in classes of 30 students--must be worked out, next year, when 21 tape recorders will be available. The main problem will be the scheduling. Laboratory hours MUST be, in my opinion, additional to regular class hours.

There will soon be a great demand for teachers in Junior High Schools prepared to teach using the audio-lingual approach. We have placed two of our Seniors in new Junior High Schools, starting French in the 7th grade. Our students must be thoroughly able to handle materials prepared for teaching French by means of the audio-visual and audio-lingual approach. It seems as if a fourth hour should be added to the three hour methods course to give the students greater mastery of these techniques.

We all felt greatly disappointed in the procedure for admission to the college. We worked hard interviewing students at a great cost of time and energy. We prepared and administered--under trying conditions a short examination, testing mostly the student's understanding of French. The results were not commensurate with the efforts we put in.

Weaapcepted too many upper quarter students. Many were not the equals of those whom we saw on the "Big Day". We interviewed 10 students to whom we could give 100, and 6 to whom we gave 90. Our cutting score in the general exam was very high and though many upper quarter students placed below the cutting score, they had already been admitted. We would not accept 8 students to whom we haddgiven 100 and 4 to whom we had given 90, all of whom we considered excellent material, very promising teachers of French, but though they had placed higher than many upper quarter students, they were below the cutting score in the general entrance examination, which does not measure their competency in a foreign language.

I recommend that, profiting by this experience, we take now only the upper quarter students to whom we can give 100, that all others be required to take th3 entrance examination on examination day. May I also recommend a one half hour examination to be given <u>Before</u> the afternoon session in one examination period for all French candidates.

RECOMMENDATIONS

1. Now that we have a laboratory, it seems imperative to have a person in charge with time on her scheudle for directing work of students. The laboratory would be used more often if the services of a trained person could be assured. However, if this person is actually to be able to listen to students and correct them immediately, he must be qualified in all the languages studied (French, Spanish, German, and Russian): otherwise, he becomes a mere tape librarian, a job which could be more economically filled by a Work Scholarship student, or a clerical assistant. The ideal solution would be to allow one instructor, in each of the languages, one or two hours on his program for laboratory work. The schedules could then be posted and followed by the students.

2. That we reinstate French 200A and B as soon as possible. This is a very good course for students wanting to minor in French.

3. That French 405 be given regardless of enrollment.

4. That the subject matter of French 302 be made more flexible, and permit the study of a wider variety of literary forms.

5. That instead of thinking of giving up French 8, we consider starting French in the 7th grade to enable our majors to participate in the teaching of French in the Junior High School. French was taught in the 7th grade in College High School for many years.

6. That we consider adding to our curriculum a 2 point elective in French Phonetics to be taken in the Upper Junior year.

7. That we consider instituting a system whereby excellent students may receive observation credit for supervising laboratory work of poorer students. This system was tried this year and was outstandingly successful. It should, in our opinion, be made a regular practice. Students in the Phonetics elective would also receive valuable practice and training in this way.

8. That we consider adding a fourth hour to the methods course.

9. That we reconsider our evaluation of entering students as stated before and insist upon one examination given to all candidates at the same time.

Respectfully submitted,

Germaine P. Cressey
Lillian Szklarczyk

RECOMMENDATIONS

1. That that we have a laboratory, it seems inevitable to have a person in charge with time on hand especially for directing work of students. The laboratory could be used more often if the services of a trained person could be secured. However, if this person is actually to be able to listen to students and correct their mistakes, he must be qualified in all the languages spoken (French, English, German, and Spanish). Moreover, if because a person has been interpreter, a job which could be more economically filled by a cheaper definitely educated, or a clerical assistant. The ideal solution would be to allow one interpreter, in each of the languages, one or two hours a week for laboratory work. The schedules could then be worked out difficulties by the students.

2. That we reinstate French 200A and 2 be accorded credits. This is a very good course for students working to learn to read French.

3. That French 101 be given prerequisite of composition.

4. That the advisory method of French 102 be made more flexible, and provide new study of a wider variety of literary texts.

5. That because of training of girls in French 1, we convince prospective girls in the 7th grade to enough are making to participate in the reading of French in the Junior High School. Trend was begun in the 7th grade in College High School for next year.

6. That we consider adding to our curriculum a 2 point elective in French literature to be taken in the Upper Junior year.

7. That we consider instituting a system whereby qualified students may receive dispensation credit for supervising the laboratory work of newer students. This system was tried this year and was extremely highly successful. It should, in our opinion, be made a regular practice. Students in the elementary electives could also receive valuable practice and benefit in this way.

8. That we continue adding a French book to the periodic course.

9. That we recommend our evaluation of summer students be added before and during each summer session given in all departments in the same time.

Respectfully submitted,

Dorothy F. Gossard
Lillian Gallagher

GERMAN

During the school year 1959-60 two German courses were given, i.e. 101 and 201 during the first semester, 102 and 202 during the second. The enrollment in 101 was four regular students, one (faculty) auditor; in 102 three regular students; in 201 and 202, respectively, four regular students.

This enrollment in German as a minor constituted a normal development from the previous school year when German had been reintroduced in the college curriculum.

One field trip was undertaken with the 201 class in December, 1959 to visit the Goethehaus in New York. At that time, a special exhibition of Schiller memorabilia could be seen in celebration of Schiller's 200th birthday. This fitted into the curriculum of the class which offered selected works of the German classics. Also, it was found desirable to acquaint the students as future teachers of German with the resources and stimulation the Goethehaus in New York City has to offer.

With regard to the course contents, one point should be added to the outlines previously drawn up for the new college bulletin. The bulk of students choosing German as a minor (or a major, for that matter) will have received their preparation in our public high schools and will rarely offer more than two or three years' study of the language. At the present level of language instruction in our public schools, it is entirely unrealistic to expect of them sufficient grounding even in the minimum of grammar and speech patterns. But without this minimum we cannot undertake to teach them to speak and to write the language. Therefore, I recommend the formal introduction of a review textbook in addition to a simple cultural reader in 101. Suitable review texts (for which tape recordings exist or can be made by the instructor) are appearing in increasing numbers and help to solve the problem of how to drill intermediate students in the basic patterns of spoken German.

If and when the general level of language teaching in our public schools should rise, and if we have a larger number of candidates to choose from than we have now, it may be possible to pitch the level of a beginning language minor somewhat higher again. We should never lose sight of the great desirability of stiffening our entrance prerequisites for language minors and majors. The quality of the teachers whom we prepare in college depends, after all, on whom we receive to begin with. However, there is something of a vicious circle involved in the shortage of language teachers, crowded beginners's classes in the public schools, high attrition rates in intermediate courses, and, consequently, few and relatively poorly prepared candidates for language study in college. For the time being, we are forced to compromise to a point, accepting whoever is interested in choosing German and doing the very best we are capable of with small classes. These allow and even call for individualized instruction.

From the instructional viewpoint, this is <u>not</u> a routine job and <u>not</u> for an inexperienced beginning teacher. If we are to develop German in this college into something worthwhile, a great deal of hard, patient, and imaginative work is needed. This refers also - what for want of a better

During the school year 1970-71 two German courses were given, i.e. 102 and 201 during the first semester, 102 and 202 during the second. The enrollment in 102 was four regular students, one (faculty) auditor; in 202 there regular students; in 201 and 202, respectively, four regular students.

This enrollment is deemed as a minor contribution a normal development from the previous school year when German had been relatively popular in the college curriculum.

The final trip was undertaken with the 201 class in December, 1970 to visit the Oberammergau in the Tyrol. It was also, a special production of another Oberammergau would be seen in celebration of Hitler's 60th birthday. The trip was the culmination of the class which studied works of the German classics. Also, it was felt desirable to acquaint the students at future meetings of German with the preparation and attitudes the Germans in the Tyrol display in 1970.

With regard to the course content, the total group is based on the outline previously drawn up for the new college curriculum. The role of students choosing German as a minor (or a major, for that matter) will have received their preparation in our public high schools and will rarely other were than be or three years' study of the language. At the present level of language instruction in our public schools, it is entirely unrealistic to expect of them a cultural orientation from in the studies of grammar and sound patterns. But without this element we cannot undertake to teach them to speak and to write the language. Therefore, I recommend the formal introduction of a review textbook in addition to a simple cultural reader in 102. Intensive review tests (or should they be-conducted with or and by in the laboratory, are appearing in increasing number and help to solve the problem of how to call intermediate students in the basic patterns of German speech.

If and when the general level of language teaching in our public schools should rise, and if we have a larger number of candidates to choose from than we have now, it may be possible to pitch the level of a beginning language class somewhat higher again. We should never lose sight of the great desirability of sufficient or extensive preparation for language minors and majors. The quality of the language work is crucial to college degrees, after all, on which we project to be beside it. However, there is something of a vicious circle involved in the shortage of language teachers, created beginners's classes in the public schools, high attrition rates in intermediate courses, and, consequently, far too few relatively well prepared candidates for language study in college. For the time being, we are forced to compromise to a point, accepting whoever is interested in choosing German and doing the very best we are capable of with small classes. Those also and even call for individualized instruction.

Free the institutional viewpoint, this is not a regular job and only for an interested beginning teacher. If we are to convert German in this college into advertising worthwhile, a great deal of hard, painful, and laborious work is needed. This refers also - what for most of a larger

name - might be called public relations to the German high school teachers in the state. There are many excellent ones who know their job and are alert to improvements. However, there are also many far less qualified who need help in improving their knowledge and their teaching methods.

The "German Program" offered during the second semester (March, 1960) as well as the various programs of the Language Department as a whole were builders of good will. The stimulations contained in the programs and the possibility of discussing common problems, of asking for suggestions, are opportunities to show what the college stands ready to do. There was correspondence during the past school year with at least three high school teachers who had asked for help in selecting teaching material, one of them facing the task of starting German in 7th grade, one to build up a third year of German in his high school, and one to introduce German anew.

One problem apt to turn up again and again are students of fluent German language background who are eager to qualify as German teachers and who do not need courses 101 and 102. They should start with 201 immediately, but then they miss out on 8 credit points which they need for the required number of credits for a minor. They represent the best and most natural language teacher material the college can train, but in the present circumstances we have no way to graduate them with German as a minor. It is highly desirable to make a ruling once and for all, acceptable to the college administration and the State Department of Education which will allow to utilize these students' native ability to the advantage of their own and of the state's high schools.

The college "produced" one German teacher this year who, to be sure, had received he B.A. from Upsala College. However, she took her certification training at Montclair and did her practice teaching in German at Clifton High School under supervision from the college staff. She was quickly placed as the need for qualified German Language teachers continues to be great. The college's Education Department had reports about 18 vacancies in New Jersey high schools this year for German as a minor or major teaching field.

The Fall meeting of the American Association of Teachers of German took place on the Montclair campus this school year, and the new language laboratory was a source of interest to a number of visitors.

I attended one session of the meeting of the Philological Association of America in NewYork during Xmas vacation.

Various book reviews of mine on German literature, philosophy, and history were published in the Library Journal. An article on cataloging problems (Cataloging Ephemera) appeared in the Spring, 1960 issue of Library Resources and Technical Services.

Respectfully submitted,

Edith Lenel

LATIN

1. Courses: Enrollment

Latin 101	- 17	students	Latin 303	- 9	students
" 102	- 17	"	" 401	- 13	"
" 201	- 8	"	" 402	- 5	"
" 202	- 7	"	" 404	- 3	"
" 301	- 3	"	" 10	- 16	"
" 302	- 5	"	" 11	- 17	"
"			" 12	- 7	"

2. During the year College Latin classes went on field trip to New York and saw the movie "Ben-Hur", April 8. At the meeting of the J.C.L. of New Jersey, College students and College High Students acted as hosts and provided refreshments. They also performed a similar function at the meeting of the Classical Association of New Jersey which met here at Montclair State College.

3. Students should be required to do more collateral reading. There should be greater emphasis on reports, especially those of an oral nature. Students, moreover, should be encouraged to go to original sources and check information rather than copy verbatin from secondary sources. Sight reading should be encouraged in addition to the prepared assignment. The more proficient students should be encouraged to do additional reading both in Latin and in the critical studies in English. Students should become familiar with the journals.

4. In the latter part of December, I attended the annual meeting of the American Philological Association which met this year in New York. April 28-29, respectively, I attended the Classical Association of the Atlantic States which met in Washington, D. C.

G. J. Zebian

Latin Department

Enrollments

An unusually good group of Freshman came into the department this year and with the continuation of a class this size the department can look to real progress and challenge. Because the senior class was small and requests had come for a certification course in methods, it was decided to offer this class in the Part-Time and Extension Division thus permitting our majors to benefit from the experience of the teacher in the classroom. This was a very practical course and rated as very valuable by the teachers participating. During the Spring term we were able to offer our first elective course in Lucretius. Sophomores and Juniors signed up for it. Students are eager for electives and it is hoped that we can have a staff sufficient to offer one each semester. With no staff increase in 1960-61

it was necessary to drop the elective planned and to give a high school class to Mrs. Knecht. An intermediate class would probably attract minors who had good two year records in high school and students who had a gap between their high school and college Latin. The need for Latin teachers is so desperate that effort should be made to recruit wherever possible.

With one exception, all Latin classes were held in Room 3 at College High School this year which is a great improvement enabling that room to become a resource center for materials for use by classes and clubs. With time and a little money it can become an atmospheric room.

Student Activity

College High School:

1. Representation at the three executive meetings of the New Jersey Junior Classical League.

2. Host chapter to the State Convention, 1000 participating, on April 2.

3. Two representatives to National J.C.L. Convention at Albuquerque, New Mexico.

4. Slave sale.

5. Dance

6. Field trip to see "Ben-Hur."

College:

1. Five initiated into EtaSigma Phi, National honorary classical fraternity.

2. Delegate to National Convention of Eta Sigma Phi; elected to national office as treasurer.

3. Christmas party for foreign students on campus.

4. Exhibit cases for Mid-winter meeting of New Jersey Classical Association.

5. Work with College High School J.C.L. Chapter in entertaining State Convention.

6. Tutoring service.

Professional Activity:

Editor of N. J. Classical Bulletin
Asst. Editor of Classical Outlook
Author of articles in Classical World
"The Western Maryland Latin Workshop"
"A-Roamin"
Author of articles in Classical Outlook
"Vocabulary Builders"
"Vergil's Birthday"
Panel discussion leader on "Advanced Placement" at N.J.E.A. Conference on Foreign Languages

Chairman of College Latin Scholarship Committee of American Classical League

Chairman of Summer Workshop Scholarship Committee of the Classical Association of the Atlantic States.

Member of Committee on Educational Training and Trends of the American Philological Association.

Representative of the American Classical Association to the Innauguration of President Mason Gross, Rutgers University

Member of the Executive Council of the American Classical League

Trustee of the Vergilian Society of America

Member of Commissioner of Education's Committee on N.J.E.A. and Foreign Languages in New Jersey.

Addressed Latin section of Tennessee Education Association

Addressed Latin Club of Brooklyn, New York and Manchester, Connecticut

Addressed Latin banquet of East Brunswick High School

Elected to Executive Committee of the Council on Cooperation in Teacher Education, affiliate of American Council on Education.

Attended fall meeting of Classical Association of Atlantic States, Atlantic City

Attended Spring meeting of C.A.A.S. in Washington

Attended American Philological Association, New York

Attended Advanced Placement Conference in Latin at Lawrenceville School

Chairman of College Latin Scholarship Committee of N. J. Junior Classical League.

Professional activity:

Editor of A. J. Classical Studies
Asst. Editor of Classical Journal
Author of articles in Classical Journal
"The Western Tradition" (with Hutchins)
"Classics"

Lecture of articles in Classical Journal
"Vocabulary Building"
"Vergil's Eclogues"

Panel discussion leader on "Advanced Latin" at A.C.L. Conference on Foreign Languages

Chairman of College Latin Curriculum Committee of Southern Illinois College

Director of Summer Institute (Scholarship committee of the Classical Association of the Middle West)

Member of committee on Curriculum Guidelines and Trends of the Southern Intercollegiate Association.

Representative of the American Classical Commission to the Inauguration of President Hans Gross, Illinois University

Member of the Executive Council of the Illinois Classical League

Trustee of the Terpsichan Society of America

Author of Commentaries on contemporary Classics in A.C.L. and foreign languages in Ann Arbor.

Advanced Latin section of Indiana Academy Meeting Discussion

Advanced Latin Club of Terre Haute, Ind. Terre Haute Conservatory, Conservatory

Advanced Latin Department of Gary Roosevelt High School

Elected to Executive Committee of the Council on Curriculum in Teaching Languages, affiliate of American Council on Education.

Attended 50th meeting of Classical Association of Atlantic States, Atlantic City

Attended Illinois meeting of A.C.L. in Bloomington

Attended Southern Indiana Academy, Ind. Univ.

Attended Advanced Filmscript Conference in Tulsa in Conversational Latin

Chairman of Indiana Latin Conference Committee of M. A. Junior Classical

Visited professor in Latin Workshop at University of Wisconsin sponsored by American Council of Learned Societies and financed by Carnegie Foundation.

Served as consultant to Advanced Placement in Latin Conference at University of Michigan

Invited to represent American Council of Learned Societies at T.E.P.S. meeting in California

Campus:

Administrative Council, Curriculum Committee, Graduate Committee, Faculty Lunch Hour Discussion Committee

Adviser to Junior Classical League

Adviser to transfer students

Adviser to Part-Time Extension, certification, graduate students

RECOMMENDATIONS AND PROBLEMS

Admissions:

1. Increase quota in all languages because of teacher demand

2. More careful selection

3. A thirty-minute test required of all candidates at time of examination, e.g. 1 p.m.

4. Interviews with Language Dept. required to minor

Placement:

1. Two years of high school language, gap between last contact with language, weak 3 or 4 year students put in 200A (Intermediate)

2. Students taking 100A - B who do exceedingly well put in 101 rather than 200A especially if they plan to work for a minor. 101-102 gives an additional 2 points towards the minor or strengthens certification.

3. Advance student according to ability or practicality as long as he can profit more from that course rather than the one in order of the prescribed sequence.

4. Two sections of 101-102, 201-202 should be grouped homogenuously

Training programme for Delta Teachers as interpreters of customs, government by Lucknow Council of Tribal Welfare Societies and Tribunal of Campaign Tribal Welfare.

Issued as constituent of Lucknow Government in Delta Commission as delivered by Mr Khalsen.

Control by government Lucknow Council of Tribal Welfare Societies of training in Delta Tribals.

Comment:

Administrative Council, Lucknow Government, Tribal Welfare Societies, Faculty from Good Shepherd Seminary

Advisor to Senior Educational Lucknow

Advisor to Tribal Welfare Council

Advisor to Part-Time Secretary, Coordination, Research Officer

Administration and Finance

Administration:

1. Increase funds in all language courses of Senior Lucknow

2. More careful selection

3. A Senior-Secretary has revision of all secretaries at time of promotion, e.g. I.e.s.

4. Interviews with language Prof. required to alter

Planning:

1. Two years of high school language, one between Tribal students with language, even for a year students not in Good Conversation!

2. Schemes during 1968 - 2 are to consecutively medium in 1st period into 2000 equivalents if can be done for a number. Increase given as additional 2 courses based the number of students certificates.

3. Achieve a total knowledge in ability on practicality in long as be one profit more than 1 or 2 more Tribal than the 1st group of the training sequence.

4. The centres of 1st-1st, 2nd-2nd result in groups consecutively

Enrollment:

1. Try to keep beginning, intermediate, 101-102 sections to a maximum of 15

2. Twenty-one is very unrealistic as a figure for a graduate class in a Foreign Language. Probably not a university in the country with a class that size - usually one to five. The nucleus of our students taking graduate work will be those who have earned credits from their year abroad. This is indeed a small number to rely upon for a class. Methods courses, however, can be counted on to attract and should be given at the undergraduate level for certification credit and at the graduate level. Other popular courses are Phonetics, Language Laboratory and Folklore. Advanced literature courses will always be small.

3. Courses offered in the lab must have a limited enrollment or be given in two sections.

4. Care in admissions to 100A-B, 200 A-B classes. Seniors who can take only one semester should be discouraged.

5. Students wanting additional credits for certification or minor should be urged to go to summer school to work off required courses in order to take Foreign Language courses during the year.

6. Recommended that each teacher of Language 300 meet all his sections altogether once a week for one good lecture, rather than repeating with decreasing interest same one 3 or 4 times, and then meeting small groups by majors on second day of 2 point course for specific work and follow-up.

Schedule:

1. 100A-B, 200A-B classes should be scheduled five times a week - 3 hours class recitation 2 hours in the lab with the instructor of the class

2. 101-102 should be scheduled on the off day for lab

3. Juniors should be free one hour a week when a first or second year language class in their major is offered in the high school for observation. An additional hour should be put in in the Lab or tutoring

4. Seniors 402 class should be scheduled so that on the off day an observation can be made in the High School

5. The Methods Course should be increased from 3 to 4 credits and the off day devoted to the Lab or observation or tutoring

Courses:

1. Staff should be provided so that French 200A could be offered, a French Phonetics course offered, an elective in the sophomore, Junior and Senior years in each language offered, the methods course required of minors, a language laboratory course offered.

Personnel:

1. Promotions recommended as soon as people qualify and/or prove themselves

2. Strive in each language to have a person strong in language and laboratory techniques, and a person strong in literature, and one strong in methodology as a secondary teacher

3. Need for strong male members of department

4. Need for full time laboratory supervision

5. Departmental secretary

College High:

1. Strive in each language to have somebody who teaches at least 2 or 3 years, does supervision, teaches grammar and composition or methods

2. Establish a French room (4) and Spanish (7) in use throughout the day by that language alone

Study Abroad Program: Consideration of reduction of credit to be assigned to unsupervised year abroad to 10 graduate points, no paper required, inasmuch as the Foreign Language Dept. now offers graduate courses in French and Spanish. A departmental meeting or two was devoted to changes in the existing program. Further sutdy needs to be given to method of selecting students, publicity, costs, responsibilities of students etc. Summer programs need to be initiated again also. One Spanish student and three French students will go on the Margaret B. Holz Scholarship to Europe to study 1960-61.

The three students who returned from the University of Madrid plan to take graduate courses during the summer following through on their program.

We consider it a vast improvement to have them graduate with an M.A. from Montclair in French or Spanish and have earned some credits under the department's direction.

We hope to see the program expand.

Summary:

1. Staff should be provided so that French 200 could be offered, a French Conversation course offered, an elective in the mathematics, music and drama areas in each language offered, the science course revised or altered, a language laboratory course offered.

Personnel:

1. Positions recommended as soon as people qualify are/or prove themselves.

2. Ideally it would mean to have a person strong in language and laboratory techniques, and a person strong in literature, and one strong in methodology or a secondary language.

3. Need for strong male members of department.

4. Need for full time laboratory supervision

5. Departmental secretary

College Side:

1. Study is made language to have students who teachers at least 2 or 3 years, some experience, special preparation and orientation or medium

2. Establish a French club (?) and Teachers (?) in the community the way by that language class.

Study Abroad Program: Encouragement of reduction of credit to be earned to encourage that group to be graduate students in their requirements. Illegal or the foreign language dept. may offer graduate courses in French and Spanish. A departmental meeting or two one session to close on in the spring program. Students only would be given in method or selected students, publicity, clubs, organizations or students etc. Summer programs need to be initiated again this. One special student was there. French students will go in the summer. I. This is necessary to force to study Italian.

The very idea of reduction from the University of Rome is also contrary because study the program following because in Italy program.

Be wondered if a week tournament is here then planning with an i.e. free schedule to choose or choose and have school give credits about the [illegible] [illegible].

- We hope to for the [illegible] a [illegible].

Teaching Load: Too heavy, not sufficient time to prepare materials for class, for lab, for supervising students working with materials. Since most of the staff teach in College High it means operation on two levels and with two sets of materials and participating in functions at both places, then the lab and graduate courses in addition and little or not time has been assigned to anybody for planning, administrating, or supervising a department that has grown from 3 to 5 languages, 5 to 10 staff and these new programs involving beginning and intermediate language, a lab, graduate courses - on top of the old major-minir high school program. It is very unreasonable and completely debilitating. With the experience this Foreign Language Department has it is unthinkable that we haven't had an institute but there isn't time left or given even to complete an application. In addition since Montclair is the one state college offering a language program we become the eyes, ears, hands, feet, and head for all the language teachers in the state. Letters, calls, visits, meetings -- as a service center -- we do all this with no consideration of our schedule. Imaginative leadership is no good if one is deplete in energy. 90% of the staff would do even more -- given time; and this is one department in which staff members do not hold down two or three other paying jobs. They are, for the most part, professionally oriented, which I think should be recognized and appreciated.

Equipment and facilities: Again, inadequate, overcrowded, operation in several places. An effort is being made to schedule all language classes in 9, 10, in Main; 3,4, 7 in College High, and have those class rooms used solidly by languages throughout the day. When this is achieved, storage space can be built into room and teachers can make better use of materials, and set good examples for classes who are preparing to teach subject.

Laboratory needs to be completed and enlarged and under constant technical and instructional supervision, so a maximum and optimum of learning can be going on. We do the best we can with what we don't have, but what compensation it would be to have a few of the necessities of teaching -- none of the luxuries, and time would be the most coveted commodity of all.

MONTCLAIR STATE COLLEGE
Department of Home Economics

Report to the President
Academic Year
1959-60

I. Trends and Developments:

Growth characterizes the trend in the Home Economics Department. Faculty consists of five full time members. There are 106 undergraduate majors and four part-time and extension students registered in the regular daytime classes. In addition, 41 part-time students registered in our first part-time and extension course, "Present Problems of the Home Economics Teacher." Because of the freedom which is allowed the department by the administration for developing, the opportunities to experiment are numerous. By keeping up with developments in other colleges and universities with particular emphasis on the home economics department, the entire staff offers suggestions at the weekly staff meetings for improvements of the department.

With an excellent faculty, modern equipment and carefully selected students, Montclair has now the largest undergraduate home economics enrollment in the state. Others are looking to us for leadership in the field. Superintendents are turning to us for home economics teachers; all of our graduating seniors who wished to work had a choice of several jobs.

II. Special Features and Accomplishments

A. Improvement of undergraduate curriculum

1. After much study and discussion of the sequence of the courses in our curriculum, the department made recommendation to the Dean for change. These changes were accepted and it is hoped that we will be presenting the courses to the students at the time they will be most valuable.

2. The entire staff is working on the revision of the freshman course "Introduction to Home Economics." It is our feeling that one faculty member will act as coordinator and each of the other faculty members will offer a unit of introduction to one area of home economics. In this way the student will have greater insight into the entire field of home economics, as well as see how other courses fit into the home economics curriculum. There is a possibility that we may be able to arrange a short period of home management residency period for freshmen during this course.

3. Additional electives were approved and offered, bringing the total to nine.

4. Home Economics was offered for 7th grade boys in College High for the first time.

MONTCLAIR STATE COLLEGE
Department of Home Economics

Report to the President
Academic Year
1949-50

I. Trends and Developments:

Growth characterizes the year in the Home Economics Department. Faculty members of five full time members. There are 126 undergraduate majors and four part-time and one full time instructor in the regular degree course. In addition, 21 graduate students pursued in our first part-time and extension courses, twenty students of the Home Economics Teacher's Training of the Freshman which is already the department by the scholarship for dietetics, the opportunities in research are numerous. By attendance at this meeting, 11 whole colleagues and interrelate with curriculum committee on the home economics department, the entire school offers suggestions at the monthly staff meetings for improvements of the department.

With an excellent faculty, modern equipment and currently adequate students, therefore has the learning experiences been stimulated enrollment in the field. Others are looking to us for leadership in the field. Superintendents are turning to us for home economics teachers; all of our graduating seniors are needed to fill such a variety of positions.

II. Special Problems and Accomplishments:

A. Improvement of undergraduate curriculum

1. Life and Family and Elimination of the Language of the courses in our curriculum, the department made recommendations to the Dean for change. These changes were accepted but it is hoped that we will be presenting the courses in the schedule at the time they will be most valuable.

2. The entire staff is working on the revision of the Freshman course "Introduction to Home Economics." It is our feeling that our Family Leader will be considerable and that of the other Family members will offer a unit of instruction in one area of home economics. In this way the students will have greater contact with the entire field of home economics, as well as see the other courses fit into the home economics curriculum. There is a possibility that we may be able to arrange a three period at some laboratory requirement period for freshmen during this course.

3. Additional electives were approved and offered, bringing the total to nine.

4. Home Economics was offered the Phi Sigma Sigma in College Hall for the first time.

B. Contribution for in-service teachers.

1. The first late afternoon class was offered this past semester. It was opened to home economics seniors, as well as in-service teachers. Entitled, "Present Problems of the Home Economics Teacher," 50 students enrolled. Plans are to offer two courses next year - "Current Practices in Teaching Marriage and Family Relationships" and "Methods of Teaching Home Economics." These courses lead towards certification requirements and were planned cooperatively with Douglass College and their offerings at New Brunswick, Newark and Camden.

2. Presentation of courses leading towards a Master's degree in home economics is being studied by the department in cooperation with Dr. Margaret Alexander of the U.S.Office of Education in Washington, D.C.

3. Follow-up visits were made to twelve first-year graduates, one second-year graduate who accepted her first teaching job and one second-year graduate needing special help.

C. Contributions to the community.

1. Three faculty served as consultants to New Jersey schools for curriculum studies.

2. Career talks were presented at five schools and Essex and Burlington County Extension Service.

3. Three schools brought bus loads of approximately forty students each to the department. Freshmen home economics majors presented a program and tour of the campus.

4. Numerous speeches were given to different groups by members of the department. In addition, they served as judges for contests held by community organizations.

5. Montclair faculty cooperated with the State Department by attending county meetings of home economics teachers and explaining the use of the New Jersey guide.

6. Elmer L. Severinghaus, M.D., Professor of Public Health Nutrition at Columbia University, presented six lectures with an average attendance of 125 people. The lectures were designed for the layman interested in diet and its relation to well being. The series was sponsored by our department jointly with the New Jersey Nutrition Council.

D. Service to College

1. Home Economics students continue to plan and execute the administrative teas on campus.

2. For several years the home economics department has invited members of the faculty at Montclair to meet with our classes; for the first time this year, members of our department were invited to meet with classes in other departments. We would encourage this kind of cooperation.

3. Each of the home economics faculty is an active member of at least one college committee.

E. Special Activities

1. Home Management House Dedication. The new home management house was dedicated in the fall during the celebration of the 50th Anniversary of the college. It was named the "Lillian Gilbreth House" and Dr. Gilbreth attended and participated in the ceremony.

2. The home economics city supervisors' meeting was held on campus.

3. The annual spring meeting of New Jersey Home Economics Association was held at Montclair. Many home economics majors were able to attend and participate.

F. Faculty accomplishments

1. Special committees and offices held
   a) Colleges and universities Chairman of N.J.H.E.A.
   b) State Home Economics College Club Advisor
   c) Advisor to Social sorority on campus
   d) Chairman of organization of college teachers of home economics in five colleges in New Jersey
   e) Member of Executive Council of Tri-State Council on Family Relations
   f) Chairman of Family Relations and Child Development for the Council of N.J.H.E.A.
   g) Chairman, National Association of College Teachers of Clothing and Textiles

2. National, State and County meetings.
Our department was represented at twanty-two different meetings held during the school year. Our faculty participated at many of these.

3. Articles and bulletins published.
Several articles were written for professional magazines by members of the staff; one faculty member hopes to complete a book during the next year.

4. Professional advancement.
Two members of the department attended summer session working towards advanced degrees; one expects to be granted her Ed. d. during the next year.

III. Problems and Recommendations

A. Curriculum needs

1. There is a need for courses to be offered by other departments in the areas of sociology, psychology and economics that home economics majors may elect.

2. The general work in home economics department has a wide range of the faculty in teaching, in some cases one division, in the field of home economics, members of the department were asked to work with the College in order to make service. In social economics this will be demonstrated.

3. Study of the home economics faculty is in active motion at at least one national conference.

B. Special Activities

1. Some undergraduate home economics. The one home economics issue has developed in the city during the school year. Students of the home economics at the college. In the home home this activities activity [illegible] and participated in the economics.

2. The home economics club organization [illegible] are held on campus.

3. The annual spring revision of the home home economics institution was held on campus. Many home economics society day [illegible] attended the institution.

C. Faculty Research Program

1. Research investigations and activities held
   a) Changes and economical [illegible] of [illegible]
   b) Study that Home Economics College [illegible]
   c) Survey in social economics on [illegible]
   d) Textbook of [illegible] of [illegible] [illegible]
   e) Survey of home [illegible] Council of [illegible] Council on family [illegible]
   f) Questions of family [illegible] and [illegible] [illegible] for the Council of [illegible]
   g) Planning, [illegible] Association of College Teachers of Education and [illegible]

2. Children, [illegible] and [illegible] [illegible].
   The department has [illegible] of [illegible] different [illegible] [illegible] the school year. The faculty participated in many of them.

3. Activities and [illegible] [illegible].
   Several [illegible] [illegible] for [illegible] suggestions by members of the faculty. The faculty members have to [illegible] in [illegible] forms, the [illegible].

4. Professional advancement.
   The members of the department attended several meetings during [illegible] summer [illegible], the [illegible] is in [illegible] for 4H. 4. During the [illegible] year.

III. Problems and recommendations

A. Curriculum needs

1. There is a need for courses to be offered in other departments in the needs of sociology, [illegible] and [illegible] that home economics majors may elect.

B. Major needs for space and equipment.

1. Nursery school

Plans are being considered to convert the recreation room of the home management house to a nursery school. At the present time, we do not feel we would like to build our own nursery school building.

2. A curriculum library.

Space to house such a library; personnel to assemble and finances to obtain books, pamphlets, etc. are needed. The need will be increasingly felt as we offer more courses in the part-time and extension division for in-service and certification students.

C. Problems of the Department

1. Teaching load,

It would be highly desirable if the teaching load of the faculty could be dropped from 15 to 12 s.hrs. per semester. This would allow more time for better teaching, advising and supervision. Additional projects and research could be undertaken by faculty members. There are many requests for home economics faculty to serve as consultants, give talks, conduct workshops, etc. We feel this would be helpful to both the faculty and the group asking for help. It is our opinion that this is one of the ways the college could and should serve the state. We cannot contribute such service with our present teaching load.

D. Objectives for the following year.

1. Evaluation of present student teaching program and development of brochure describing aims and implementations.

2. Placement tests for skill courses. It is our aim to help the students by giving an entrance placement test in both the foods and clothing areas.

3. College entrance interviews. To set up standard criteria for use in interviewing incoming freshmen.

4. Develop recruitment materials for use with public schools and extension service.

5. Plans to offer 11-12th grade elective to college high students in Family Living.

6. Continued study of home economics course content as well as content of courses taught by other departments to home economics majors to avoid repetition of subject matter, and to be certain the students are being given as many opportunities as possible for growth and development.

6. Better media for people and institutions.

7. Overall review.

Plans are being developed to implement the recommendations made of the Task Force Report as a coherent system. At the present time, it is not feasible to make any definitive comment on the Task Force Report.

5. A consumption economy.

Since it would be a totally irrelevant exercise to speculate and comment on similar Ontario proposals, they are omitted. The same will be true of Ontario's plans as we notice more overlap in the particular administrative activities involved in the implementation of programs.

6. Problems of the consumer.

1. Teaching Tools.

It would be worthwhile exercise to use another time of the Faculty meeting to discuss from 12 to 12 a.m. per economics. This would allow more time for lecture preparation, marking and supervision. Additional activities and resources would be considered by Academic Services. These are not necessarily for some additional faculty or some of quantity, more video, computer assistance, etc. We feel this could be helpful to both the Faculty and the student making for well. It is our opinion that this is one of the ways in which colleges could be already ahead the state. In common discussion and activity with the consumer teaching team.

2. Objectives for the following year.

1. Emphasis on personal skills: counseling services and development of learning skills and independence.

2. Continued focus on skill development. It is our aim to help the students by adding to existing programs which in turn have the needs and interests groups.

3. Continue activities initiatives. It was a successful activity for use in developing community programs.

4. Develop more community resources for use also public schools and community agencies.

5. Plans to offer 11-12th grade school courses in college accordance in faculty centers.

6. Continued study of cost accountability course review as well as continued of courses taught in other departments to meet accounting objects in which possibility of subject matter, not to be outside the students and being given in some specialized as possible for getting the knowledge.

MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NEW JERSEY
INDUSTRIAL ARTS DEPARTMENT

Report to the President
Academic Year
1959-1960

DEVELOPMENTS AND TRENDS

Expanded Program

The undergraduate program, starting in September, will reach its maximum student capacity of approximately one hundred and sixty students. It will be impossible, from this time on to increase the program unless additional facilities are provided. The industrial arts department has reached its maximum resident college student capacity in terms of physical layout and scheduling. It is physically impossible each year, from now on, to take in more than two sections of twenty men, for a total of forty.

This year 137 men applied for admission to the Industrial Arts Department. The number of applicants accepted (47), which must remain constant because of physical limitations, indicates we will not be able to keep up with the increasing number of future applicants. In the last three years the number of applicants has increased almost 50 per cent.

The graduate division enrollment is expanding very rapidly. Montclair undergraduates in the last half of their senior year are now beginning to enroll for graduate work. This trend should show marked increase from next year on, when the industrial arts department graduates two industrial arts sections. A

NATIONAL FINE ARTS COUNCIL
OTTAWA REGION
INDUSTRIAL ART DEPARTMENT

Report to the President
Annual Meeting
1971-1972

DEVELOPMENTS AND PLANS

Industrial Design

The Industrial Design Section, according to necessity, will carry its various annual capacity of operationally and budgetary and every activity. It will be impossible, from this time on, to increase the program without additional facilities and personnel. The industrial arts department has received its initial trainees which means activity is going on at minimal labour and economics. It is extremely impossible each year. Time are up, to take in more (for the position of Industrial Arts for a total of four).

This year IAT was required for assistance to the Industrial Arts Department. The number of apprentices increased [illegible] which each should consider number of [illegible] indicates we will be able to take on only [illegible] number of their qualifications. In the last three years the number of applicants has increased almost 50 per cent.

The Graphic Division continues to experiment many projects, workshop conferences in the last half of [illegible] year are now beginning to occur for graduate work. This year should show marked increase from about [illegible], when the Industrial Arts department graduates the industrial arts students.

large number of candidates from other colleges are also applying for industrial arts graduate work at Montclair.

The Emergency Certification Program in industrial arts has increased to the point where two industrial arts courses are now offered each semester, and one in the summer session. The standard of work in these courses is constantly being up-graded in an effort to make them comparable to resident college requirements. Mr. Ambry and I have discussed the weaknesses of the Emergency Certification Program and proposed numerous changes that would be a step in the right direction toward the over-all improvement of the program.

Increased Staff

The industrial arts department this year increased its staff to five. Mr. Henry J. Sredl, Assistant Professor II, was invited to fill the position. Mr. Sredl appears to be an excellent teacher and will, I believe, be an asset to our department and to the college.

Mr. Charles Tressler, Assistant Professor I, was recommended for tenure.

Dr. Joseph Duffy, Associate Professor, and Mr. Jerry Streichler, Assistant Professor are excellent teachers and will be an asset to our department and the college.

Mr. Tressler and Mr. Streichler, because of their value to the department and to the college, were recommended for promotion. In view of the excellent services they offer, it is hoped their recommendation for promotion will be considered favorably next year.

Three members of graduating from those colleges are also applying for industrial arts positions here at Hampton.

The emergency certification Program in industrial arts has increased to the point where the industrial arts teachers are now offering each semester, two or in the summer school. The students of work in these courses is considerably below on-grades in an effort to meet some conditions in regards college requirements. Mr. Jones and I have discussed the weaknesses of the emergency Certification Program and recommend changes that would be a help to the right direction toward the over-all improvement of the program.

Interested Staff

The industrial arts department this year increased in staff in size. Mr. Henry L. Small, industrial arts teacher, was invited to fill the position. Mr. Small graduate is an excellent teacher and will, I believe, be a asset to the department and to the college.

Mr. Charles Trawick, industrial teacher, I was recommended for tenure.

Mr. Joseph Duffy, Assistant Instructor, and Mr. Jerry Strelsin, Assistant Professor are excellent instructors and will be an asset to our department and the college.

Mr. Thacker and Mr. Jackson, because of their value to the department and to the college, were recommended for promotion. In view of the military services they offer, it is hoped that recommendation for promotion will be considered favorably next year.

In seeking applicants for the industrial arts staff position in the fall of 1959, it seems necessary to point out the difficulties encountered. One hundred and nineteen letters were written, twenty long distance telephone calls were made, and sixteen personal interviews were held. In an effort to fill one position this is a tremendous waste of man power, time, and expense. It seems logical in these difficult times of industrial teacher shortage, when Montclair is fortunate enough to be endowed with a highly qualified industrial arts staff, that every effort should be put forth to hold these outstanding young men here. I feel confident that if they were considered for promotion, when qualified, other colleges would not attract them with better offers.

Curriculum Development

The Industrial Arts Department is continually improving and expanding its course offerings. This year I.A. 407, FIELD STUDY OF THE PRACTICAL ARTS, provided the students with the opportunity to gain first hand experience by visiting industries represented by the major areas in the Comprehensive Industrial Arts Laboratory.

This summer three industrial arts courses are being offered at the School of Conservation. The course in the August session, I.A. 443, THE USE AND PROCESSING OF BASIC INDUSTRIAL MATERIALS BY INDUSTRY, is being offered for the first time. Our department is continually moving ahead with the expansion

In seeking capitalists for the industrial area most vacation in the fall of 1957, it became necessary to point out the difficulties encountered. The buyers and planners having were written, twenty [illegible] [illegible] and electric power [illegible]. In a letter to [illegible] one position was in a [illegible] water [illegible] and oxygen. It seems logical to find different plans of industrial [illegible], and anticipate [illegible] enough to be endowed with a [illegible] industrial area staff, then every effort should be [illegible] outstanding young men [illegible]. I feel confident that if [illegible] were considered for [illegible], [illegible], [illegible] would not attract them with [illegible].

Industrial Development

The industrial area development is gradually improving [illegible] expanding [illegible] [illegible]. This year [illegible], [illegible] study of the industrial [illegible], [illegible] the [illegible] with the opportunity to [illegible] [illegible] industries [illegible] industrial park [illegible].

This summer three industrial area [illegible] are being [illegible] at the [illegible] of [illegible]. The [illegible] is the [illegible] [illegible], [illegible], [illegible] [illegible] [illegible] industry, [illegible] [illegible] for the first time. The [illegible] is [illegible] [illegible] [illegible].

and development of an improved program in industrial arts at the School of Conservation.

In the coming college year, the Industrial Arts Department is offering two new elective courses. I.A. 408, INDUSTRIAL ARTS DESIGN, to be integrated with the Fine Arts Department. Two professors (one from each department) and two classes (one from each department) are to meet simultaneously in the industrial arts laboratory to study industrial design, construct individual projects, and mass-produce, on an industrial basis, a selected project. I.A. 409, MECHANICAL DRAWING AND WOODWORK, is an elective designed for Fine Arts majors. Students will study basic tools, materials and methods in mechanical drawing and woodwork so they may apply this knowledge in their major field.

The Industrial Arts Department has prepared for circulation, a two page bulletin explaining in detail all requirements leading to the Master of Arts Degree in Industrial Arts Education. The department has also revised and brought up to date, the departmental allocation chart for planning and recording industrial arts course work. The department has also developed a new course I.A. 601, SEMINAR IN INDUSTRIAL ARTS PROBLEM SOLVING APPROACH TO TEACHING. The new approach is structured to guide master teachers in developing the problem solving approach in their individual industrial arts laboratories.

Similar materials, such as detailed requirements, course planning sheets, and projected course offerings are also being prepared for the Emergency Certification Program in Industrial Arts.

and development - an improved process in industrial arts at the School of Commerce.

In the coming college year, the industrial arts department is offering two new electric courses. I.A. 50, Industrial Arts Wiring, to be interpreted also as pre-job training. Two workshops (one from each department) and two classes (one from each department) are to meet simultaneously in the industrial arts laboratory in order logistical matters, construct instructional projects, and experiment, in an industrial setting, a mutual problem. I.A. 60, Machine Drawing and Estimating, is an elective required for some Arts majors. Students will learn basic drawing, measuring and methods in mechanical drawing and estimating so they may apply this knowledge in their major field.

The industrial arts department has requested for circulation, a 100 page technical supplement to detail all technological insight to the nature of arts courses in industrial arts education. The department has also certain aspects which are lacking up to date, the departmental allocation exist for planning and improving industrial arts course work. The department has also developed a new course I.A. 68, Industrial Arts Problems during regularly scheduled to teaching. The new approach is structured to guide senior teachers in developing the problem solving approach in their individual laboratory arts laboratories.

Similar materials, such as initial requirements, course planning sheets, and professional course offerings have been prepared for the emergency certification program in industrial arts.

Publications

The Industrial Arts Department published a newsletter which was sent to all graduates. The newsletter described the current and future prospects for industrial arts at Montclair. The Industrial Arts Guild sponsored the newsletter.

Three publications were produced as class endeavors.

1. I.A. 407--Field Study of the Practical Arts produced a publication describing the various industrial field trip experiences.
2. I.A. 504--Research and Experimentation in Industrial Arts produced its' fourth volume describing the research experiments carried out by the graduate students.
3. I.A. 502--School Shop Planning produced the publication, Proposed Comprehensive General Shop for Kinelon Boro. The endeavor, sponsored by the cooperation of the graduate class, the State Department of Education, and the Kinnelon Boro, is a community service the department desires to continue.

Two other studies undertaken in the graduate division, in cooperation with the State Supervisor of Industrial Arts, and the Industrial Arts Department, provided evidence for the improvement of mechanical drawing and safety in New Jersey public schools.

Implications

The Industrial Arts department position - one area which was lost in all programs. The position provides for current and future promotion for industrial arts in Manitoba. The industries were fully involved in establishing the position.

Three qualifications were necessary in the recommendation.

1. I.A. MT—Plain Court is the original job position a small-scale convention for various industrial fields study programs.

2. I.A. Intermediate and Supervisor/Coordinator in industrial arts program for future years. Consider the research requirements needed and in the schools studied.

3. I.A. Jr.-Senior High Director Assessment of Industrial Technical Supervisor needed now for Junior and the academy, governing a the supervisor of the schools areas. The field supervisor is necessary, and the director work in a community-wide and supervisory duties in addition.

The other studies mentioned in the program Director in cooperation with the State Department of Industrial Arts, the industrial arts supervisor, increased guidance in the improvement of secondary facilities for safety in the junior public schools.

SPECIAL FEATURES AND ACCOMPLISHMENTS

Professional Meetings

The Industrial Arts Departments of Newark, Trenton and Montclair sponsored two department meetings during the year. The meetings were held to discuss professional problems of common interest, and to become better acquainted socially.

Omicron Chapter, Epsilon Pi Tau, sponsored three outstanding professional meetings. Several business meetings and the annual initiation and banquet were also held during the year.

The Industrial Arts Guild sponsored two professional meetings and four business meetings.

Staff Contributions

The industrial arts staff has made a number of professional contributions at the local, state, and national level. One staff member attended the American Industrial Arts Association Convention in Toronto, Canada. All staff members played an active part in the New Jersey Industrial Arts Association Convention in Asbury Park. The college was represented by an exhibit which won an award.

Three staff members had articles published in professional journals.

Mr. Streichler received a grant of $800.00 from the Faculty Development Fund to assist in the completion of his doctoral thesis, The Historical Development of Industrial Design.

SOCIAL FACTORS AND ACHIEVEMENTS

Professional Meetings

The Industrial Arts Teachers of Ontario, Toronto and Northern symposium was successfully completed this year. The meetings were held to discuss professional problems of common interest, and to develop better relationships.

Outstanding speakers, leaders in the industrial arts and attending professional meetings. Special sessions together and the annual initiation and banquet were held during the year.

The industrial arts staff sponsored the elementary meetings and four Saturday meetings.

Staff Contributions

The industrial arts staff has made a number of outstanding contributions at the local, district, and national level. One staff member attended the Canadian Industrial Arts Association Convention in Toronto, Ontario. All staff members played an active part in the New Jersey industrial arts association convention in Asbury Park. The society was represented by an exhibit which was so noted.

Three staff members had articles published in professional journals.

Mr. Strickler received a grant of $800.00 from the Faculty Development Fund to assist in the completion of his doctoral thesis, the statistical determinant of industrial design.

Social Activities

The Industrial Arts Club sponsored its' annual dinner dance in the fall. The club also sponsored a picnic in the spring. The entire staff and a large percentage of the students attended each affair.

Student Teaching

Senior student teaching, scheduled in the fall for the first time, was very successful. It provided a better selection of cooperating teachers, students had a better choice of schools, staff load of our professors was more balanced, and use of the laboratory facilities was improved.

Physical Plant

A continuous program of physical improvement is in effect in the industrial arts department. The staff and students have made many notable contributions in this respect.

The maintenance of the wood floor in the Industrial Arts Laboratory is a problem of grave concern in respect to safety. At least twice a year the floor is cleaned and coated with a liquid penetrating sealer which appears to contain a wax and oil base. This creates a hazard in respect to safe work practices. It is recommended by the department that a non-slip varnish base, such as Gym seal, be used as a finish on the wood floor.

Social Activities

The Industrial Arts Club sponsored its second annual dance in the fall. The club also sponsored a display in the spring. The entire staff was a large participant of the students attended each affair.

Student Teaching

Twelve students teaching, scheduled in the fall for the first time, was very successful. In providing a wide selection of cooperating teachers, students had a better choice of schools, staff load of our graduates was good enough. See pp. in the Laboratory Facilities and Improvements.

Special Plant

A continuous program of physical improvements is in effect in the Industrial Arts Department. The staff and students have made many valuable contributions in this program.

The maintenance of the wood floor in the Industrial Arts Laboratory is a problem of great concern to keeper in safety. At least once a year the floor is cleaned and waxed with a liquid penetrating sealer which contains no lacquer, a non-oil base. This creates a hazard in regard to safe work practices. It is recommended by the superintendent that a non-slip vinyl tile, such as the best, be used as a finish on the wood floor.

College Contributions

The Industrial Arts Department contributed a considerable amount of time, effort, energy and material, to the following organizations:

Various departments

College Carnival

The Dames

College Dances

Home Coming Day

Fraternities

Sororities

PROBLEMS AND RECOMMENDATIONS

A number of important items, submitted in the 1960 Extra Ordinary Budget Request, should receive consideration. They are important from the standpoint of safety and the completion of the industrial arts plant and program.

Finances

The Industrial Arts Department with two sections of resident college students, the emergency certification program, and the graduate program, is receiving three times the amount of use for which it was originally designed. A laboratory should not receive over seventy-five percent use. However, the Industrial Arts Laboratory vastly exceeds this amount. Because of this, problems are beginning to arise in terms of equipment

College Curriculum

The industrial arts department contributes a considerable amount of time, effort, money and material, to the following organizations:

Varsity Cheerleaders

College Journal

The Dance

College Chorus

Home Coming Day

Fraternities

Sororities

Problems and Activities

A number of important items, initiated in the 1950 Junior Ordinary Budget Request, should receive consideration. They are independent from the standpoint of safety and the convenience of the industrial arts plant and program.

Finance

The industrial arts department with the exception of regular utility expenses, the purchase of instructional purposes, and the expense program, is supplying into the amount of money for which it was originally assigned. A laboratory should not exceed over seventy-five students. However, the industrial arts laboratory varies towards this amount. Because of this, problems are beginning to arise in terms of instructional

breakdown, time for proper maintenance, lack of supplies, and shortages of equipment. For example, the automatic feed of Keller Power Hacksaw has been out of operation for almost a year. The cost of repair is approximately $50.00. Yet, the funds to put the machine back in operation have not been provided by the state.

A system of replacing worn out equipment has been established. Each year a request for replacement of some machines will be made. It is to be based upon the life expectancy of the machine. This approach should prevent complete breakdown of worn out equipment.

The Industrial Arts Department has been negotiating with several machine companies to install new equipment in the department. Powermatic has agreed to provide a circular saw, band saw, and drill press. Multilith and Ditto Machine Companies have been approached for a new offset printing press. If a relationship of this type could be established with machine companies it would alleviate much of the equipment replacement problem of the future.

Staff

The Industrial Arts Department has an excellent staff. In September, when Dr. Frankson returns as chairman of the department, we will have six full time professors.

The resident college staff, this year, taught all emergency certification and graduate courses. We feel, because of this,

bottlenecks, their far-reaching consequences, lack of equipment, and shortages of manpower. For example, the maintenance time of Kaiser Power Machines has been cut in half by adding the shaft 1940. The cost of repair is approximately 150.00. The, the lands so that the machine shop is operating more and been provided by the plant.

A system of rationing even our equipment has been established. Each year a request for replacement of some machines will be made. It is to be based upon the life expectancy of the machine. This machine should provide another equipment of more our equipment.

The industrial arts department has been equipped with several machine tenants of initial low equipment in the department. Fine-tools are taken to include a circular saw, band saw, and drill press. Multiple and lathe machine tenants have been equipped for a new option curriculum press. It is attainable of this type should be substituted with machine connection if most attention being of the equipment replacement problem of the future.

Staff

The industrial arts department has one full-time staff in department, even so, problems relative to teaching in the department, we will have one full time teacher.

The teacher college staff, like ours, takes all responsibilities and teacher concern. We feel, because of this

the quality of evening emergency certification program will be up-graded to the point where it compares favorably with the resident college program.

Proposed Expansion

The Industrial Arts Department devoted a great deal of time and effort to the development of a proposed Three Year Accelerated Program. The study, which is excellent in terms of meeting the growing need of industrial arts teachers, raised many problems that need definite answers.

1. Recruitment of qualified students.
2. Schedule difficulties.
3. Student teaching experiences.
4. Finances
5. Supplies
6. Equipment
7. Storage facilities

Summary of Recommendations

I. Physical Plant Installations

A. Exhaust fans in spray booths

B. Re-finish wood floors with Varnish. Oil and wax create a hazard to safe shop practices.

II. Finances

A. Increase the industrial arts budget to conform with an expanding program.

B. Establish a maintenance fund to keep the laboratory in safe repair.

the quality of teaching [illegible] certification [illegible] is co-ordinated on the point level [illegible] consistently with the [illegible] program.

Financial Managing

The Industrial Arts Department [illegible] a great deal of time and effort in the management of a [illegible] Industrial Arts Program. The money, which is [illegible] in order to develop the greater part of [illegible] this program, [illegible] many problems that have arisen [illegible].

1. Retrenchment of qualified teachers.
2. Economic skill outlets.
3. Student teaching experiences.
4. Expenses
5. Supplies
6. Equipment
7. Storage Facilities

Summary of Recommendations

I. Physical Plant Installations.

A. Enclosed fans in spray booths

B. Co-ordinate wood finishing area [illegible]. All fan [illegible] create a hazard to safe-[illegible] practices.

II. Finances

A. Increase the industrial arts budget to [illegible] the expanding program.

B. Establish a maintenance fund to [illegible] the laboratory in good repair.

III. A. Establish a sound promotion plan for Industrial Arts staff members to insure the retention of highly qualified men.

IV. Proposed Expansion

A. Provide solutions tothe existing problems confronting the proposed Three Year Accelerated Program.

B. Reconsider the 1959 proposed expansion program for industrial arts. This is necessary if larger graduating classes are desired.

Very truly yours,

Arthur W. Earl

Arthur W. Earl
Chairman
Industrial Arts Department

MONTCLAIR STATE COLLEGE

Department of Mathematics

Report to the President
Academic Year
1959-1960

I. General Trends

The Mathematics Department continues to be favored by rapidly increasing numbers of applicants for its undergraduate program (about 50 percent increase over the previous year. There is also an encouraging interest in the part-time and extension courses, the summer session offerings, special lectures, and other inservice programs.

A slight modification in the administration of the department was made in the spring semester when the chairman gave up one semester hour (relative to his allowance in the fall) of his administrative time to Dr. Schumaker for assistance in the undergraduate administration. This experiment worked out very effectively and is highly recommended as a basis for reducing the rapidly increasing burdens being placed upon chairmen of large and active departments without removing these chairmen completely from the classroom. The policy of the Mathematics Department in providing administrative experience for younger staff members to enable them to understand the department better and to gain experience which will enable them in the future to undertake the chairmanship on a rotating basis was also implemented in the summer. Mr. Maletsky was scheduled to be co-chairman of the department in the summer of 1960. When the college administration decided to recognize the increasing load upon departmental chairmen by reducing the allowance for summer session from the traditional 2 semester hours (over the past decade or more) to 1 semester hour, the chairman declared himself officially out of town and Mr. Maletsky became acting chairman for the summer.

The trend at Montclair State College to increase the work of departmental chairmen by increasing the student body, by decentralizing many activities (as they need to be), by increasing the staff (as it needs to be), by increasing the number of inservice activities for teachers (as is essential for a growing and vital college program for the community), and in many other ways is recognized as a very healthy sign for the future growth of the college. However, as exemplified by the denial of even past allocations of administrative time during the summer of 1960, the tendency to base the growth of the college upon the sacrifices of individuals instead of the firm support (jointly from the programs themselves and the College as an agency of the State) is considered to be a trend which can only lead to disaster. Growth and increasing service are essential to the people of the State. But that growth must be based upon the acceptance by the College and the State of their proper responsibilities; it cannot be based upon the slavery of intelligent people if the College is to continue to attract intelligent people.

Northern State College

Department of Sociology

Report to the President
Academic Year
1974-1975

1. General Trends

The Sociology Department continues to be favored by rapidly increasing numbers of applicants for the undergraduate program (about 5 percent increase over the previous year). There is also an encouraging increase in the part-time and extension courses, the student tutorial activity, special lectures, and other innovative programs.

A slight modification in the administration of the department was made in the spring semester when the chairman gave up the graduate program initiative to the allowance in the fall of the administrative load i.e. assistance in the undergraduate administration. This appears moving out very effectively and is highly recommended as a basis for meeting the rapidly increasing burdens being placed upon chairmen of large and active departments without requiring them obviously to sacrifice for the administration. The policy of the Sociology Department is providing scholarship assistance for promising staff members to enable them to complete their doctorates. The department and to give encouragement which will enable them on the future to undertake the chairmanship in a rotating basis and also implements in the manner. Dr. Kolinsky was appointed to the committee of the department in the summer of 1970. Then the college administration decided to reorganize the increasing load upon departmental chairmen by providing the allowance summer session from the traditional 5 semester hours (over the year basis or more) to 3 semester hours. The department defined clearly all duties of town and Mr. Kolinsky became acting chairman the 3rd summer.

The trend at Northern State College to increase the work of departmental chairmen by increasing the student body, by diversifying the activities (as they want to do), by increasing the staff (as it does in fact), by increasing the number of innovative activities for behavior (as is expected) by creating and vital college programs for the community, and in many other ways is recognized as a very healthy sign for the future growth of the college. However, as exemplified by the period of even just allowances of administrative time during the summer of 1970, the tendency to take the growth of the college upon the sacrifices of individuals instead of the time allowed (totally from the previous department and the College as an agency of the state) is considered by us a trend which can only lead to disaster. Growth and increasing service are essential to the people of the State. The best growth must be based upon the acceptance by the College and the faculty of their proper responsibilities; it cannot be based upon the slavery of individuals people if the College is to continue to attract intelligent people.

Mathematics Department Report to the President

The Dreyfus program formally concluded in 1959-1960 with the graduation of one student in June and 15 students in August. An additional three students will complete their work in the near future. This program noticeably strengthened the work of the Department. It is most unfortunate that it could not have been continued at least on a reduced basis for another year or two. Also before the program is completely closed the Mathematics Department should at least have access to the year of part-time secretarial assistance which it was arbitrarily denied during 1959-1960 contrary to the original agreement and while the Science Department was given its secretarial help.

Dr. Sobel directed National Science Foundation programs at MSC during both the academic year and the summer. The 1959-1960 In-Service Mathematics Institute served 25 teachers in group A with 6 semester hours of graduate credit available and 20 teachers in group B with 6 semester hours of undergraduate credit available. Each group met for 3 hours weekly on 30 Saturdays. Instruction for group A was provided by:

Mr. W. W. Sawyer, Wesleyan University
Dr. Max A. Sobel, MSC (also Director)
Dr. John A. Schumaker, MSC
Mr. Paul C. Clifford, MSC
Dr. Bruce E. Meserve, MSC (also Associate Director)

Instruction for group B. was provided by:

Mr. Charles Sensale, Project Reliability Engineer, I.T.T.
Mr. George Kays, Data Processing Consultant, I.B.M.
Mr. Lawrence Reed, MSC
Mr. Adrian Struyk, Chairman, Mathematics Department, Clifton High School

There were two supplementary lectures available to both groups and four supplementary laboratory sessions for members of group A.

The 1960 Summer Mathematics Institute served a total of 78 teachers in three groups. The staff consisted of:

Mr. Paul C. Clifford, MSC
Miss Margaret Cotter, Dwight Morrow High School, Englewood, N. J. (Associate Director)
Mr. Evan M. Maletsky, MSC
Dr. Bruce E. Meserve, MSC
Dr. Norman Schaumberger, Bronx Community College, N.Y.
Dr. John A. Schumaker, MSC
Dr. Max A. Sobel, MSC (also Director)
Dr. Henry Syer, Kent School, Connecticut
Dr. Reinhold Walter, Paterson State College

also two outstanding high school teachers (Donald Graessle and Walter Grant) as assistants. There were three supplementary lectures by persons with

Mathematics Department Report to the President

The Dwyer program formally received in 1959-1960 with the graduation of one student in June and 15 students in August. No additional course credits will complete their work in the near future. This program outstandingly strengthened the work of the Department. It is most unfortunate that it could not have been continued as based on a renewed basis for another year or two. Also before the program is completely closed the Mathematics Department should at least have access to the year of part-time structural mathematics which it was arbitrarily denied during 1959-1960 contrary to the original agreement and with the Science Department was given its unexpected bill.

Dr. Sobel directed National Science Foundation programs at Hofstra during the academic year and the summer. The 1959-1960 Undergraduate Mathematics Institute served 25 teachers in groups a with 3 graduate hours of graduate credit available and 20 teachers in groups b with 3 graduate hours of undergraduate credit available. Each group met for 2 hours weekly on 30 Saturdays. Instructors for group a was provided by:

Dr. M. A. Dempsey, Hofstra College
Dr. Max A. Sobel, NSF (also director)
Dr. John A. Zimmerman, NSF
Mr. Paul D. Gilliland, NSF
Dr. Bruce E. Meserve, NSF (also assistant director)

Instructors for group b. was provided by:

Dr. Charles Dennis, Project Mathematics Consultant, L.I.U.
Dr. George Sage, Data Processing Consultant, L.I.U.
Mr. Lawrence Gans, NSF
Mr. Lester Ahuja, Chairman, Mathematics Department, Clifton High School

There were two supplementary lectures available to each group and two supplementary laboratory sessions for each of group b.

The 1960 Summer Mathematics Institute served a total of 73 teachers in three groups. The staff consisted of:

Mr. Paul D. Gilliland, NSF
Miss Margaret Sather, Jewish Home Club Project,
Englewood, N. J. (Executive Director)
Dr. Max A. Sobel, NSF
Dr. Bruce E. Meserve, NSF
Dr. Robert Schwartzman, Nassau Community College, L.I.
Dr. John A. Zimmerman, NSF
Dr. Max A. Sobel, NSF (also director)
Dr. Henry Oyer, Kent State, Commentator
Dr. Nathaniel Lee Lee, Fairleigh Dickinson College

Also two outstanding high school teachers (Donald Grossman and Walter Grant) as assistants. There were three supplementary lectures by persons with

National reputations. Detailed reports of both NSF institutes have been prepared by Dr. Sobel.

A special lecture was presented on October 24, 1959 by Dr. Vincent H. Haag of Franklin and Marshall College. Dr. Haag was a member of the panel on ninth grade mathematics of the School Mathematics Study Group.

The annual Mathematics Visitation Day was held on December 8 with Dr. Julius H. Hlavaty of DeWitt Clinton High School in New York City as speaker. Dr. Hlavaty was also Program Director of the Commission on Mathematics of the College Entrance Examination Board. There was a full afternoon program under the leadership of Dr. Schumaker; 520 students and 90 teachers registered from 71 high schools. At least 750 people attended Dr. Hlavaty's lecture; about 75 college mathematics majors actively assisted.

For many years the undergraduate mathematics majors have gained valuable professional experience by tutoring high school students in nearby communities. In recent years the securing of tutors has been an ex-officio duty of the officers of Aphesteon (the mathematics honorary group). During 1959-1960 over 100 requests for tutors were handled in this way.

Summary: The expanding scope of the services provided by the Mathematics Department show its vitality. The cooperation of its staff members in numerous activities indicate its basic strength. The sharing of the departmental administration has made it possible to exist under the burden of essential work but is no substitute for a fair and adequate recognition of the contribution that individuals make to the work of the Mathematics Department, the work of Montclair State College, and the work of the State of New Jersey.

II. Departmental Data

Note: This part of the report has conventionally included a statistical summary of the number of majors and minors in Mathematics at each level, each semester. The figures were estimated from class enrollments. Since all such information is reported precisely by the registrar and the details of his report are not available for use here, this statistical summary is omitted. The number of students in the four classes of majors at the beginning of the year was approximately as follows:

Freshmen	83	Juniors	36
Sophomores	56	Seniors	25

M.A. Degrees in Mathematics Conferred in June, 1960

Albanese, Dorothy	McKeen, Ronald
Castelluccio, Virginia*	Mion, Howard

* indicates that student received Dreyfus program assistance in M.A. work.

Supplementary Government Support to the Programme

National Organizations. Detailed reports of both the [illegible] were presented by the Board.

A special lecture was presented on October [illegible] by [illegible], Dean of Teaching and Research College. He [illegible] on [illegible] problems of the [illegible].

The annual Informative Conference was held on [illegible] 1 and [illegible] with 4. Nearly [illegible] attended in [illegible] Toronto. [illegible] Lecture; about [illegible] College [illegible] actively [illegible].

For many years the undergraduate [illegible] have [illegible] professional experiences by [illegible] high school students in [illegible]. In recent years the number of [illegible] has been [illegible] the difficulty of [illegible] (the [illegible]) [illegible]. [illegible] over 100 requests for [illegible] were handled in this way.

Summary: The accomplishments of the workshop provided by the [illegible] department show its vitality. The [illegible] of the staff [illegible] in numerous activities including [illegible]. The [illegible] of the [illegible] activities has made it possible to [illegible] the [illegible] of [illegible] work [illegible] for a fair and adequate [illegible] of the contribution that individuals make to the work of the [illegible], [illegible] the work of Secretaries [illegible], and the work of the [illegible].

IV. Departmental Data

Note: This part of the report has conventionally included a statistical summary of the number of [illegible] who attend the Workshop at each level, each semester. The figures have [illegible] from [illegible]. [illegible] such information is reported regularly by the registrar and [illegible] of this report are [illegible] for [illegible], this statistical summary is omitted. The number of students in the four classes of [illegible] in the beginning of the year was approximately as follows:

Freshmen	75	Juniors	34
Sophomores	37	Seniors	27

Table 1. Number of Students Enrolled in Jan. 1[illegible]

Alderson, Dorothy	Jackson, Thomas
Cavallovsky, Stephanie	Kiely, Joyce

* Indicates that Student [illegible] Workshop program assignments in [illegible].

Mathematics Department Report to the President

M.A. Degrees in Mathematics Conferred in August, 1960

Bain, Thomas*	Pinda, Ann*
Barry, Lois*	Rauch, Melva*
Cant, Nancy*	Reardin, Charles R.*
Graessle, Donald*	Rosamilia, Thomas*
Hammond, Charles*	Sibilia, Sister Anita*
Jones, Merlyn*	Steidle, James F.*
Kroeplin, Jean*	Wamp, Margaret*
Molnar, Arlene*	Young, Barbara
Peterson, Joan	Young, Robert

ACADEMIC LOAD

Fall Term		Total S.H.
Dr. Meserve	Admin., Math. 101, 400, A503, Development of Dreyfus Courses	15
Mr. Clifford	Math. 12, 400, 408, A535, Guidance of Graduate Students	16
Dr. Sobel	Math. 9, 401, 408, 409, A507	15
Dr. Kanter	Math. 101, 201, 209A, 300, 400(2)	16
Dr. Schumaker	Math. 300(2), 302(2), A405**, A453	T18
Mr. Manheim	Math. 201(2), 300(2), A415, A480	18
Miss Kearney	Math. 10, 101, 300(2), 400(2)	16
Mr. Humphreys	Math. 7, 103, 300(2), 400, A551, Educ. 403	16 1/3
Mr. Reed	Math. 11, 103, 400(2), 402	15
Mr. Maletsky	Math. 8, 101, 400,**402, 408	T17

* Indicates that student received Dreyfus program assistance in M.A. work.

** This course was taught for extra pay.

T Two points of this load was taught for extra pay.

Volunteers Supplement Report to the President

U.S. Service in Nigeria Contrasted to August, 1960

Stein, Thomas	Tibbs, Jack
Estrin, Jaime	Bunch, Oliver
Lane, Jacque	Hawkins, Marylin
Bracewell, Gladis	Jaworski, Thomas
Emerson, Charlene	Schultz, Clyde
Jones, Marjorie	Blanchard, Jerry
Fromholtz, Fawn	Gage, Gregory
Mulhern, Jordana	Tolson, Pamelia
Fetterman, Alan	Young, Andrew

ACCEPTED BUT

Field Term		Total U.S.
Dr. Dolores	Admin., Math, Soc, Gov, Agri, Developments of Developing Countries	27
Dr. Clifford	Admin, Ed, Soc, Lab, Agri, Guidance of Graduate Students	16
Dr. Sybil	Admin, Ed, Soc, Lab, Agri	15
Dr. Tarrae	Admin, Ed, Soc, Comm, Soc(2), Lab(2)	18
Dr. Ramsdale	Admin, Soc(2), Ind(2), Lab*, Agri	7
Mr. Mustafa	Admin, Soc(2), Ind(2), Math, Agri	13
Miss Lazarey	Admin, Ed, Soc, Soc(2), Lab(2)	8
Mr. Lundberg	Admin, Ed, Soc, Soc(2), Lab, Agri, Educ, Lab	16 1/2
Mr. Hugh	Admin, Ed, Soc, Lab(2), Agr	16
Mr. Malabay	Admin, Ed, Soc, Lab**, Agr, Lab	17

* Indicates that student spanned Peruvian program available in U.S. work.

** This course was taught for entire year.

† Two months of this last one taught for entire year.

Mathematics Department Report to the President

Spring Term		Total S.H.
Dr. Meserve	Admin., Math. 11, 300, 301	15
Mr. Clifford	Math. 12, 304, 536, Educ. 403, Guidance of Graduate Students	14
Dr. Sobel	Math. 9, 310, 400(2), 409, Educ. 403	15
Dr. Schumaker	Admin., Math. 202, 404, 454, 531	14
Dr. Kanter	Math. 102, 202, 211, 400(2)	14
Mr. Manheim	Math. 400(3), 407, 519	12
Miss Kearney	Math. 10, 102, 301, 401X*, Educ. 403	T16
Mr. Humphreys	Math. 7, 104, 300, 308, Educ. 403	13 2/3
Mr. Maletsky	Math. 8, 102, 308, 400(3)	16
Dr. Pettofrezzo	Math. 102, 104, 400, 400*, 415, 504, Educ. 403	T17

Summer Term		
Dr. Sobel	Math. 409	2
Dr. Pettofrezzo	Math. 406, 503, 512	6
Mr. Maletsky	Math. 525	2
Mr. Humphreys	Math. 300, 400(2)	6
Mr. Gouss	Math. 401X, 501, 522	6

The following instructors and courses were part of the program of the National Science Foundation Summer Mathematics Institute.

		Total S.H.
Dr. Meserve	Math. 535	2
Mr. Clifford	Math. 536	2
Dr. Schaumberger	Math. 480	2
Mr. Maletsky	Math. S453	3
Dr. Walter	Math. S302X	3
Dr. Syer and Dr. Schumaker	Math. 603A, 603B	4
Dr. Sobel	Math. 603C	2

* This course was taught for extra pay.

T Two points of this load was taught for extra pay.

Mathematics Department Energy in the Terminal

Spring Term		Total L.E.
Dr. Sherrey	Math. 101, 11, 140, 201	12
Mr. Gilliers	Math. 12, 23b, 236, Math. 203, Mathematics of Economic Analysis	14
Dr. Cohen	Math. 9, 310, Math(2), 401, Math. 405	12
Dr. Schumaker	Math., Math. 202, Math. 151, 211	14
Dr. Tanner	Math. 120, 320, 211, Math(2)	14
Mr. Warbois	Math. Math(2), 107, 212	12
Miss Tenney	Math. 10, 120, 102, Math.*, Math. 103	7½
Mr. Mazurczyk	Math. 7, 101, 200, 102, Math. 111	12 3/4
Mr. Malatsky	Math. 8, 122, 220, Math(2)	14
Dr. Feldtkeweo	Math. 102, 104, 110, Math.*, 112, 201, Math. 103	7½

Summer Term

Dr. Sobel	Math. 125	5
Dr. Feldtkeweo	Math. 126, 203, 212	6
Mr. Malatsky	Math. 212	4
Mr. Mazurczyk	Math. 120, Math(2)	6
Mr. Dowse	Math. 101, 202, 212	6

The following instructors and courses were part of the program of the National Science Foundation Summer Institute.

		Total L.E.
Dr. Meserve	Math. 232	3
Mr. Gilliers	Math. 236	2
Dr. Schumberger	Math. 180	2
Mr. Malatsky	Math. 125	2
Mr. Walker	Math. 125	2
Dr. Byer and Dr. Schumaker	Math. 201, 202	6
Dr. Sobel	Math. 230	2

* This course was taught for entire year.

† Two points of this load was taught for entire year.

Mathematics Department Report to the President

III. Individual Staff Reports

REPORT OF DR. MESERVE

My work as chairman of the Mathematics Department has led to many challenging situations including the development with Dr. Sobel of our National Science Foundation Institutes. I have also served as faculty advisor for the mathematics honorary association, Aphesteon. My other professional activities have been associated with lectures to inservice groups of teachers, activities in professional organizations, and professional writing.

During the year, I gave over 25 lectures at various places including Edison, Freehold, Irvington, Millburn, and Trenton, New Jersey; the University of Delaware; Lafayette College; Boston College; the University of South Carolina; the University of Maine; and New York City.

I belong to at least 15 professional organizations and attended many meetings including 5 in Washington, others in Salt Lake City, New York, Atlantic City, Syracuse, Buffalo, Chicago, Boston, East Lansing, and St. Clair, Michigan. My responsibilities include vice president of the Association of Mathematics Teachers of New Jersey; member of the Board of Directors of the National Council of Teachers of Mathematics,(NCTM) member of the NCTM Budget Committee, chairman of the NCTM Yearbook Planning Committee, and NCTM representative on the Cooperative Committee on the Teaching of Science and Mathematics of the Association for the Advancement of Science; chairman of the nominating committee for the New Jersey section of the Mathematical Association of America (MAA); member of the Teacher Training Panel of the MAA's Committee on the Undergraduate Program in Mathematics; member of the Panel on Teacher Training Materials of the School Mathematics Study Group (SMSG); and chairman of the SMSG committee to prepare a study guide for teachers of geometry.

My professional writing in 1959-1960 included 2 books - FIRST COURSE IN ALGEBRA and SECOND COURSE IN ALGEBRA - with V. S. Mallory and K. C. Skeen, published by The L. W. Singer Co.; a book review; 2 articles -- "The Education of Mathematics Teachers, Geometry" pp. 909-911 in the December 1959 issue of the AMERICAN MATHEMATICAL MONTHLY and "The Evolving Vocabulary and Structure in High School Geometry" pp. 3-11 in the April 1960 issue of THE NEW JERSEY MATHEMATICS TEACHER; and the refereeing of a total of 5 book manuscripts for three publishers.

REPORT OF MR. CLIFFORD

Graduate advisement under the Dreyfus Grant continued during this year. Also a graduate bulletin was prepared and will be widely distributed throughout the state in the coming year.

Professional Department Report to the President

III. Individual Staff Reports

REPORT OF DR. [illegible]

My work as chairman of the Professional Department has led to many challenging situations involving the participation with Dr. [illegible] of our National Science Foundation Institutes. I have also served as faculty advisor for the mathematics honorary association, Pi Mu Epsilon. My other professional activities have been associated with interests in improvement of teaching, activities in professional organizations, and professional writing.

During the year, I gave over 15 lectures at various places including Edison, Freehold, Irvington, Millburn, and Trenton, New Jersey; the University of Delaware; Lafayette College; Boston College; the University of North Carolina; the University of Dayton; and New York City.

I belong to at least 15 professional organizations and attended many meetings including 6 in Washington, others in Atlantic City, New York, Atlantic City, Syracuse, Buffalo, Cincinnati, Boston, Saint Louis, and St. Clair, Michigan. My responsibilities include the presidency of the Association of Mathematics Teachers of New Jersey; member of the Board of Directors of the National Council of Teachers of Mathematics; member of the NCTM Budget Committee, chairman of the NCTM Textbook Planning Committee, and NCTM representative on the Committee on the Teaching of Science and Mathematics of the Association for the Advancement of Science; chairman of the nominating committee for the New Jersey section of the Mathematical Association of America (MAA); member of the Teacher Training Panel of the MAA's Committee on the Undergraduate Program in Mathematics; member of the Panel on Teacher Training Materials of the School Mathematics Study Group (SMSG); and chairman of the SMSG committee to produce a study guide for teachers of geometry.

My professional writing in 1959-1960 includes 2 books - First Course in Algebra and Short Course in Algebra - with V. F. Malloy and F. C. Fenn, published by The F. E. Company Co.; a book review; 2 articles - "The Education of Mathematics Teachers, Summary" pp. 270-271 in the December issue of the American Mathematical Monthly and "The Teaching Technique and Structure in High School Geometry" pp. 3-11 in the April 1960 issue of the School Mathematics Teacher; and the refereeing of a total of 5 manuscripts for three publishers.

REPORT OF DR. [illegible]

Tremendous achievements among the Negroes have continued during this year. Also a dynamic initiative has developed and will be widely disseminated throughout the state in the coming year.

Mathematics Department Report to the President

Mr. Clifford participated in both the in-service National Science Foundation Institute during the year and the Summer Institute. In addition, he represented the department at several N.S.F. meetings in Washington, D.C. and in New York. He also participated in the in-service program developed for Edison Township.

Addresses were given to the College Newman Club and to the Mathematics Club. Several talks were given for the Bond Issue Committee, and one talk for the United Nations Week program. Mr. Clifford also took an active part in town affairs, serving on several committees and acting as publicity director for one of the independent candidates for the town commission. He completed his term as the Executive Committee of the Association of New Jersey State College Faculties.

In The American Society for Quality Control, Mr. Clifford continued as a National Director. He was appointed Director of Education and Training, and in this capacity, he organized several seminars for the Society.

Addresses were given before the following technical groups:

September	Rutgers Seminar on Industrial Statistics, New Brunswick
December	Princeton Conference on Statistics and Quality Control, Princeton
December	Annual Meeting of American Statistical Association, Washington, D. C.
January	Metropolitan Section, A.S.Q.C., New York City
February	Technical Association of Pulp and Paper Industries, New York City
February	Middle Atlantic Conference, A.S.Q.C. and A.S.A., New York City
March	Bureau of Mines Technical Staff, Washington, D.C.
April	General Electric Manufacturing Services Staff, Schnectady, N.Y.
May	Annual Convention, A.S.Q.C., San Francisco

In the International area, Mr. Clifford continued to serve as Chairman of the A.S.Q.C. Committee on International Cooperation. In September, 1960, he attended the International Conference on Quality Control in London, at which he was one of the three general speakers. From September 15 to November 15, he will be in Spain as consultant on Quality Control to the Spanish Ministry of Production.

REPORT OF MR. HUMPHREYS

During the past year I have continued my membership and participation in the activities of the following professional groups: The American Mathematical Society, The Mathematics Association of America (both the New Jersey and Metropolitan New York sections), The National Council of Teachers of Mathematics, The Association of Mathematics Teachers of New Jersey, Section 10 of the New York Society for the experimental Study of Education, The Association of Mathematics Teachers of New York City, The National Education (Division of

Statistical Institute Report to the Council

Mr. Gilfillan participated in both the Statistical Institute Education Institute during the year and the Summer Institute. In addition, he represented the department at several U.N.E.S.C.O. meetings in Paris and in New York. He also participated in the Institute Program Committee for the Boston meeting.

Interviews were given to the various Bureau staff by the Statistical Institute. Internal talks were given for the Food Issue Committee, and the Bureau and Statistical Institute Programs. Mr. Gilfillan was very active in this office, serving on several committees and acting as assistant director for one of the Independent Committees for the Food Committee. He conducted the Term on the Executive Committee of the Association of the Larger Data Quality Facilities.

In the American Society for Quality Control, Mr. Gilfillan continued as a national director. In the Quality Control Division of the Institute, and in this capacity, he organized several seminars for the Society.

Interviews were given before the following Institutes groups:

September	Bureau Seminar on Industrial Statistics, Mr. Gilfillan
October	Princeton Conference on Statistics and Quality Control, Princeton
December	Annual Meeting of American Statistical Association, Washington, D. C.
January	Statistical Section, A.A.A.S., New York City
February	Industrial Association of the Food Trade, New York, N.Y.
February	Atlantic Conference, A.S.Q.C., New York, N.Y.
March	Bureau of Mines Research Staff, Washington, D.C.
April	General Electric Industrial Engineering Staff, Schenectady, N.Y.
May	Annual Conference, A.S.Q.C., New Brunswick

In the International area, Mr. Gilfillan continued to serve as Secretary of the A.S.Q.C. Committee on International Cooperation. In September, he attended the International Conference on Quality Control in London, at which he was one of the three general speakers. This September Mr. Gilfillan is to be in Paris as consultant on Quality Control to the Ministry of Industry of Yugoslavia.

Report of Mr. Lafferty

During the past year I have continued my membership and participation in the activities of the following professional groups: The American Statistical Society, the Statistical Association of America (as its 2nd Secretary and Treasurer and Vice President), the National Council of Teachers of Mathematics, the Association of Mathematics Teachers of New Jersey, serving in the Long Range Planning Committee for the Department of Mathematics, the Association of Mathematics Teachers of New York City, the National Association Institute of

Higher Education), The New Jersey Education Association, The Council of State Employees, The Association of New Jersey State College Faculties, The Montclair State College Faculty Association, The Parent-Teacher Association of College High School and the Essex County Chapter of Phi Beta Kappa. In May 1960 I became a member of the American Association for the Advancement of Science. I have always attended meetings of this association when in the New York or Philadelphia area but had not assumed full membership because of problems of my budget. The fact that this association is meeting in New York City in December 1960 influenced my decision.

I have also continued to interest both graduate and under graduate students at Montclair State in the activities of a number of the above mentioned mathematical associations and in the activities of the two mathematical clubs at MSC, Sigma Phi Mu and Aphesteon. I attended one meeting of the Montclair Chapter of Kappa Delta Pi. I attended the Arithmetic Conference held at Jersey City State College in October 1959.

As a member of the MSC Faculty Library Committee, I took advantage of certain visits to other college campuses to visit their libraries. At Princeton University, when attending a meeting of the New Jersey section of the Mathematics Association of America, I visited with two members of the library staff. They mentioned among other things the strengths and weaknesses of their building and its organization. This information I discussed with Miss Cridlebaugh. During a parents' weekend at Bucknell University, I had a conference with the librarian and one of his assistants. He gave me suggestions which they found valuable in planning their library. The Bucknell library was planned by the same architect as the Dartmouth library. The planning involved a number of modifications of the Dartmouth plan. This information I discussed with certain members of the Montclair Library Committee.

I continued to use film strips, movies and tape recordings in the effective improvement of our course in the Teaching of Mathematics in the Junior High School. This group of college juniors taught individuals and small groups after making careful analyses of the junior high school students' test responses. The use of tape recordings made possible a complete record of make-up lessons taught by college students who were absent at the times of scheduled teaching periods. They also made case studies to two junior high school students whom they had observed and taught.

This year a closed circuit TV lesson in mathematics was planned and executed by one of the students in my section of Math. 308 who was also enrolled in one of the TV courses. A group of seventh grade students attended and added their responses and evaluations to the ones that I made.

I attended the annual meeting of the National Council of Teachers of Mathematics held at Syracuse in the Spring. I found the sessions both informative and stimulating.

Information Department Report in Ben Langford

Higher Education). The new Junior Secretaries Association, the Congress of Trade Unionists, the Association of Non Commissioned Officers (Politics), the Workshop Trade Unions (Politics) Association, the Commonwealth Association of Children Aids School and the Young Women's Section of the Trade Union Congress have been given a number of the Institute's publications for the use of members. I have always attempted meetings of these associations when in the Cape to publicity's area but had not personal full cooperation because of pressure of my duties. The fact that this has been done shows the demand in the Cape for information on trade unionism and industrial relations.

I have also continued to represent the Institute at various functions and meetings. I have attended meetings of Municipal Trade Unions in the capacity of a member of the Cape Town Municipal Workers Association and in the capacity of the Institute's representative at the Cape Town Municipal Workers Association. I attended the meetings of the Industrial Council of Dock Labourers in Cape Town. I attended the Industrial Conference which dealt with Labour Relations in Building Trade.

As a member of the Cape Trades Union Council, I have attended all meetings which the Council has convened to trade union functionaries. At Pinelands Technical College, when attending a meeting of the Council, I met the Secretary of the Industrial Conciliation of Commerce, I arranged for the Secretary of the Industry to address the meeting. They accepted and I arranged for the Secretary of the Industry to address the meeting. This meeting was well attended by trade unionists and the Secretary was asked questions on the Industrial Conciliation Act. I also had a conference with the Secretary of the Industry and a number of its members. The Secretary mentioned while that there found difficulty in finding their Library. The Industrial Library was planned by the Cape Municipal as the Municipal Library. The Cape also involved a number of conferences of the Cape Council. This Council which I attended with certain members of the Municipal Library Committee.

I continued to use the film library. Films and lectures continued to be a effective improvement of our course in the teaching of participation in the Junior Bird Council. This group of Coloured Indians taught Industrial and small groups also working service workers of the junior high school students. Each Tuesday. The use of film recordings made possible a very clear range of subjects learned. Staff in making students aware and interested at the time of attending meeting periods. The film made such impression on the junior high school students when they had attended and taught.

This year a closed circuit TV lesson in mechanics was planned and presented by one of the students in my capacity of staff. In the use of the television in use of the TV circuit. I group of students from students attended and asked their responses and evaluations in the room from I said.

I attended the annual meeting of the Institute's Council of Industry of Information made as Director in the course. I found the meetings good the formality and informalities.

Mathematics Department Report to the President

I have continued to administer standardized tests to a number of my college classes. The evidence obtained indicated that Montclair is continuing to get students with stronger mathematical skills and knowledge. I am continuing to adjust my course requirements to these stronger students as well as provide some remedial activities for the few who may be weak.

REPORT OF MISS KEARNEY

Committee Activities:

Member of Assembly Committee at Montclair State College

Association Memberships Held:

American Association of University Women, Nutley Branch
Association of Mathematics Teachers of New Jersey
Association of New Jersey State College Faculties
Council of State Employees
Kapp Delta Pi, Kapp Chapter
Mathematical Association of America
Montclair State College Faculty Association
National Council of Teachers of Mathematics
National Education Association
New Jersey Education Association
Pi Lambda Theta, Alpha Epsilon Chapter
Section 10 (Mathematics Section), New York Society for the Study of Experimental Education

Meetings and Conventions Attended:

American Association of University Women
Nutley, New Jersey - October 7, November 17
Association of Mathematics Teachers of New Jersey
Atlantic City, New Jersey - November 13-14
Millburn, New Jersey - February 6
Trenton, New Jersey - March 26
New Jersey Education Association
Atlantic City, New Jersey - November 13-14
Association of New Jersey State College Faculties
Trenton, New Jersey - May 6

Material Published:

My biography included in AMERICAN MEN OF SCIENCE

Mathematics Department Report to the President

Speeches Delivered:

"College Bond Issue" for Parsippany-Troy Hills P.T.A. - October 14
"College Bond Issue" for Washington Irving P.T.A. - Teaneck - October 20
"College Bond Issue" for Winding Way Civic Association - Cedar Grove - October 21
"Christmas Mobiles and 3-Dimensional Ornaments" for Art Group of Nutley Branch of American Association of University Women - November 17

Educational Travel:

12-week independent motor trip through France, Spain, Italy, Austria, Germany, Denmark, Holland, and Belgium, including excellent concerts and art exhibits - June 11 to September 3

Work Toward Ph. D. Degree:

Math. 102 - Introduction to Algebra - 3 pts.
Math. 33 - Calculus, Part Three - Audit for review
Ed. 200GA - Survey, Principles, and Procedures of Guidance - 2 pts.
Ed. 368R - Research in Teaching Mathematics (Seminar) - 3 pts.

REPORT OF MR. MALETSKY

Graduate Work

1. Completed six points of thesis seminar and outline requirement for degree, New York University

2. Passed language examination for Ph. D. degree

Memberships

1. New Jersey Education Association
2. Association of Mathematics Teachers of New Jersey
3. National Council of Teachers of Mathematics

Meetings

1. New Jersey Education Association convention, Atlantic City

Speaking Engagements

1. Aphesteon, "A Counting Problem"

Mathematics Department, Report on the Treasurer

Speaking Tours:

"Holiday Road Dance" for Turkish-Cyp. Relig. T.C. - October 31
"Holiday Road Dance" for Hungarian Lyceum T.C. - October - October 30
"Holiday Road Dance" for Jewish Day Civic Association - Cedar Grove - October 21
"Conference Politics and Journalistic Commerce" for Ann Arbor of Radio Friends of Jewish Association at University Lyceum - November 17

Educational Travel:

12-week Educational Motor trip through France, Spain, Italy, Austria, Germany, Denmark, Holland, and Belgium, including educational excursis and art exhibits - from 12 to September 3

Work Toward B. A. Degree:

Math. 108 - Introduction to algebra - 1 yr.
Math. 21 - Calculus, Part Three - Lect. for review
Ed. 2000 - Survey, principles, and foundations of education - 1 yr.
Ed. 3020 - Research in teaching elementary (Survey) - 1 yr.

REPORT OF MR. MALOVICH

Coming Year

1. Complete all points of Jewish Welfare and civilian requirements for Austria, Ann Arbor Committee.

2. Resume Jewish communities in T. C. Europe

Conferences

1. The Jewish Welfare Association
2. Association of Educational Centers of the Jewish
3. National Council of Teachers of Education

Meetings

1. New Jersey Education Association convention, Atlantic City

Travel Engagements

2. Ajdaretam, "A Jewish Friendship"

Mathematics Department Report to the President

Miscellaneous

1. Instructor in National Science Foundation Summer Institute in Mathematics at Montclair State College

2. Lecturer in six day junior high school mathematics workshop sponsored by Metropolitan School Study Council

REPORT OF MR. MANHEIM

Graduate Study

1. Completed course work for Ph.D., Teachers College, Columbia University.

2. Thesis topic approved by Area Seminar. Research Underway.

Speaking Engagements

1. Montville Township School assembly program; Topology
2. North Caldwell School assembly program; Topology

Meetings Attended

1. Association of Mathematics Teachers of New Jersey
   a. Atlantic City
   b. Millburn

2. Mathematics Section of New York Society for the Experimental Study of Education: five meetings in New York City

3. New Jersey Education Association at Atlantic City

4. Thirty Eighth Annual Meeting of the National Council of Teachers of Mathematics, Buffalo, New York

Accepted for Publication

1. "A Note on Teaching the Techniques of Integration", The New Jersey Mathematics Teacher

2. Book Review, The New Jersey Mathematics Teacher

Organization Responsibility Assumed

Problem Editor, The New Jersey Mathematics Teacher

Supplementary Course Items Suggested in the Questionnaire

Organization

1. Philosophy in Political Science Foundation Course: Institutes in Psychology or Sociology Under College
2. Lecturer in a day course [illegible] Sociology or Anthropology by Anthropologist Social Science Division

Subject of M. Research

Research Study

1. Geographic courses work for [illegible], Professor Kolbing [illegible] Tolmanov U.
2. Thesis topic approved in Area Studies. Professor Tolmanov.

Teaching Methodology

1. Beneficial Summer Seminar Lecturer Economics Teaching
2. Work Conference Social Research Professor Tolmanov

Teaching Facilities

1. Demonstration of Mathematics Theory in the Class
   a. Slide Rule
   b. Abacus
2. Information Center of the Book Society for the Experimental Study of Economics. Film-machine in the Text Site
3. New Library Appropriation Consideration of Library Site
4. Future Public Social Building of the Research Center of Economics, Sociology, and Law

Reasons for Modernization

1. "A Case in Teaching the Techniques of Instruction", The Case Series Instruction Program
2. Case Studies, The Case Series Instruction Program

Organizations Concerned in Research

Problem Solving, The Case Series Instruction Program

Mathematics Department Report to the President

Memberships

1. Mathematical Association of America
2. National Council of Teachers of Mathematics
3. Association of Mathematics Teachers of New Jersey
4. New York Society for the Experimental Study of Education
5. New Jersey Education Association

Honor Societies

1. Kappa Delta Pi - Elected, 1959
2. Phi Delta Kappa - Elected, 1960
3. Kappa Mu Epsilon - Elected, 1960

REPORT OF DR. PETTOFREZZO

Graduate Studies

1. Received the Doctor of Philosophy degree in October, 1959 from New York University

2. Thesis entitle "A Comparison of the Relative Effectiveness of Two Methods of Teaching Solid Analytic Geometry to College Freshman."

Speaking Engagements

1. Talk to Aphesteon at Montclair State College in February, 1960 entitled "Geometrical Probability."

Organizational Membership

1. American Association of University Professors
2. National Council of Teachers of Mathematics
3. Central Association of Mathematics Teachers

REPORT OF DR. SCHUMAKER

Graduate Study

Ph. D. conferred October 26, 1959 by New York University

Speaking Engagements

1. St. Louis University National Science Foundation Institute for High School Mathematics Teachers - St. Louis, June 23, 24, 1960.

2. Teacher Education Section of National Council of Teachers of Mathematics Summer Meeting - Salt Lake City, August 24, 1960.

Mathematics Department Report to the President

Memberships

1. Mathematical Association of America
2. National Council of Teachers of Mathematics
3. Association of Mathematics Teachers of New Jersey
4. New York Society for the Experimental Study of Education
5. New Jersey Education Association

Honor Societies

1. Kappa Delta Pi - Elected, 1959
2. Phi Delta Kappa - Elected, 1960
3. Kappa Mu Epsilon - Elected, 1960

REPORT OF M. PETROVICH

Graduate Studies

1. Received the Doctor of Philosophy degree in October, 1958 from New York University

2. Thesis entitle "A Comparison of the Relative Effectiveness of Two Methods of Teaching Solid Analytic Geometry to College Freshmen."

Teaching Assignments

1. Talk to Extension at Montclair State College in February, 1960 entitled "Geometrical Probability."

Professional Memberships

1. American Association of University Professors
2. National Council of Teachers of Mathematics
3. Central Association of Mathematics Teachers

REPORT OF M. MONDRAGON

Graduate Study

Ph. D. conferred October 26, 1958 by New York University

Teaching Assignments

1. St. Louis University National Science Foundation Institute for High School Mathematics Teachers - St. Louis, June 23, 30, 1960.

2. Teacher Education Section of National Council of Teachers of Mathematics Summer Meeting - Salt Lake City, August 5th, 1960.

Mathematics Department Report to the President

Meetings Attended

1. Mathematical Association of America - New Jersey Section at Princeton in November.

2. National Council of Teachers of Mathematics Summer Meeting at Salt Lake City, Utah in August.

3. Association of Mathematics Teachers of New Jersey
   a. at Atlantic City in November
   b. at Millburn in February
   c. at Trenton in March

4. Mathematics Section of New York Society for the Experimental Study of Education at New York City in October, December, February, March, and April.

5. New Jersey Education Association at Atlantic City in November.

Responsibilities Held in Organizations

1. Mathematics Section of New York Society for Experimental Study of Education
   a. completed two years as secretary
   b. served as chairman of committee to write new constitution
   c. elected vice-president

2. Association of Mathematics Teachers of New Jersey - Book Review Editor of The New Jersey Mathematics Teacher magazine.

Publications

1. "Trends in the Education of Mathematics Teachers: A Study of The Education of Senior High School Mathematics Teachers in Selected Teacher Education Institutions in the United States in the Period 1920-1958" - Doctoral Dissertation, New York University. Library of Congress Card No. Microfilm 60-1112: abstract in Dissertation Abstracts, vol. 20, No. 10, 1960.

2. Book Review in The Mathematics Teacher for Oct., 1959; 52:484, 85.

3. Book Reviews in The New Jersey Mathematics Teacher for Oct., 1959, Jan., 1960 (two), and Apr., 1960 (two).

Accepted for Publication

Book Reviews for The New Jersey Mathematics Teacher

Wilkinsville Department Report in the Treasury

Services Provided

1. International Association of Lawyers - New Jersey Section, of Princeton in Kingsbury.

2. National Council of Teachers of Mathematics Annual Meeting at Fall Lake City, Utah in August.

3. Association of Mathematics Teachers of New Jersey
   a. at Atlantic City in December
   b. at Gillmore in February
   c. at Trenton in April

4. Mathematics Section of New York Society for Experimental Study of Education at New York City in January, February, March, and April.

5. New Jersey Mathematics Association at Atlantic City in December.

Responsibilities Held in Organizations

1. Wilkinsville Section of New York Society for Experimental Study of Education
   a. Coordinator for years as secretary
   b. Serves as advisor or committee to write the constitution
   c. Annual Conventions

2. Associates of Mathematics Teachers of New Jersey - Joint Editor of *The New Jersey Mathematics Teacher Bulletin*.

Publications

1. "Trends in the Education of Mathematics Teachers", a study of the Education of Senior High School Mathematics Teachers in Selected Teacher Education Institutions in the Eastern States in the Period 1950-1970" - Doctoral Dissertation, New York University. Library of Congress Card No. Microfilm 00-11111; abstract in *Dissertation Abstracts*, vol. 31, No. 32, 1970.

2. Book Review in The Mathematics Teacher for Jan., 1969, pp. 45-48, 50.

3. Book Reviews in *The New Jersey Mathematics Teacher* for Jan., 1970, Jan., 1980 (two), and Apr., 1980 (two).

Accepted for Publication

Book Reviews for *The New Jersey Mathematics Teacher*

Mathematics Department Report to the President

Memberships

1. Mathematical Association of America
2. National Council of Teachers of Mathematics
3. Association of Mathematics Teachers of New Jersey
4. New York Society for Experimental Study of Education
5. Council for Basic Education
6. American Association of University Professors
7. New Jersey Education Association

Miscellaneous

1. Adviser to Sigma Phi Mu, the Montclair State College, Mathematics Club

2. Elected to membership in the Montclair State College Chapter (Aphesteon) of Kappa Mu Epsilon

3. Chairman of 1959 Mathematics Visitation Day of Montclair State College

4. Assistant in departmental administration, second semester

5. Advisor to Montclair State College Chapter of Inter-Varsity Christian Fellowship

6. Reelected Financial Secretary of First Methodist Church of Montclair

7. Appointed to interdenominational committee seeking to establish Protestant interdenominational foundation on Montclair Campus

REPORT OF DR. SOBEL

Publications

1. "Other Bases of Number Notation", Updating Mathematics, Croft Publications, November, 1959.

2. "Teacher Education in Modern Mathematics", (a set of five guides for teachers to a film series), McGraw Hill Brook Co.

3. "The Program of Mathematics for Students of Average and Below Average Ability", The New Jersey Mathematics Teacher, April, 1960.

Mathematics Department Report to the President

Memberships

1. National Association of Insurance
2. National Council of Teachers of Mathematics
3. Association of Mathematics Teachers of New Jersey
4. New York Society for Experimental Study of Education
5. Council for Basic Education
6. American Association of University Professors
7. New Jersey Education Association

Discussions

1. Advisor to Zeta Phi Eta, the Speech-Arts college honorary fraternities club

2. Elected to membership in the Kappalpha Pres Delta Chapter (Lebanon) of Zeta Mu Sigma

3. Chairman of 1959 Mathematics Visitation day at Montclair State College

4. Assistant in departmental administration, second semester

5. Advisor to Montclair State College Chapter of Phi Beta Kappa Honorary Fraternity

6. Mathematical financial secretary of Zeta Mu Sigma Chapter of Montclair

7. Appointed to interdepartmental committee [illegible] to establish Protestant interdenominational foundation on Montclair Campus

Report for Dr. Cohen

Publications

1. "Other Roses of Summer Foreign", Selecting Mathematics, Draft Publications, November, 1959.

2. "Number Sequence in Summer Mathematics", in Act of Give Guide for teachers in a film medium, Adams Film Series Co.

3. "The Program of Mathematics for Students of Average and Below Average Ability", The New Jersey Mathematics Teacher, April, 1959.

Mathematic Department Report to the President

Talks

1. East Paterson Jewish Center, Dec. 23, 1959: "The Emerging Pattern of Secondary Education."

2. Aphesteon, (Montclair's honor society in mathematics), Jan. 13, 1960: "The Role of Discovery in Mathematics." (annual banquet)

3. Montclair State College High School P.T.A., Jan. 20, 1960: "The Mathematics Program of the Future."

4. Association of Mathematics Teachers of New Jersey, Millburn, Feb. 6, 1960: "The Evolving Vocabulary and Structure in Algebra."

5. New York University Mathematics Institute, Mar. 5, 1960: "Providing for the Slow Learner in Grades 8 and 7."

6. Raritan County Teacher's Association, Edison, Mar. 16, 1960: "A Modern Program in General Mathematics."

7. Association of Mathematics Teachers of New Jersey, Trenton, Mar. 26, 1960: "The Emerging Programs in Mathematics in Grades 7 and 8."

8. Boston College Mathematics Institute, Mar. 28-29, 1960: "Providing for the Slow Learner in the Junior High School."

9. Raritan County Teachers Association, Edison, Apr. 27, 1960: "Probability and Statistics for General Mathematics Students."

Panel Discussions

1. New Jersey Education Association, (Curriculum Work Conference), Atlantic City, Nov. 12, 1959: "Reorganization of the Mathematics Program."

2. Robert Treat Junior High School (Newark) Faculty Meeting, Mar. 22, 1960: "Opportunities for Teachers at Montclair State College."

Professional Meetings Attended

1. New Jersey Education Association: annual meeting in Atlantic City, Nov. 11-14, 1959

2. Association of Mathematics Teachers of New Jersey: Nov. 12, 13, 14, 1959, Atlantic City: Feb. 6, 1960, Millburn: March 26, 1960, Trenton

Mathematics department report to the President

Talks:

1. East Paterson Jewish Center, Dec. 23, 1956: "The emerging pattern of secondary education."

2. Ambassador, (Ceylon) Jaya Kodikara to mathematics, Jan. 13, 1960: "The Role of Discovery in Mathematics." (Social Department)

3. Montclair State Teacher College High School, N.J., Jan. 27, 1960: "The Mathematics Teacher of the Future."

4. Association of Mathematics Teachers of New Jersey, Atlantic City, Feb. 6, 1960: "The Modern Mathematics and Education in Algebra."

5. New York University Extension Institute, Jan. 5, 1960: "Providing for the Able Learner in Grades 2 and 3."

6. Raritan County Teachers Association, Union, Jan. 16, 1960: "A Modern Program in General Mathematics."

7. Association of Mathematics Teachers of New Jersey, Trenton, Mar. 26, 1960: "The Exercise Program in Mathematics in Grades 7 and 8."

8. Boston College Mathematics Institute, Jan. 24-29, 1960: "Provision for the Able Learner in the Junior High School."

9. Raritan County Teachers Association, Rahway, Apr. 27, 1960: "Probability and Statistics for General Mathematics Teachers."

Panel Discussions

1. New Jersey Education Association, (Curriculum Work Conference), Atlantic City, Nov. 12, 1959: "Reorganization of the Mathematics Program."

2. Robert Treat Junior High School (Newark) Faculty Meeting, Mar. 22, 1960: "Opportunities for Teachers in Municipal State College."

Professional Meetings Attended

1. New Jersey Education Association: Annual meeting in Atlantic City, Nov. 11-14, 1959

2. Association of Mathematics Teachers of New Jersey: Nov. 12, 13, 14, 1959, Atlantic City; Feb. 6, 1960, Montclair; March 25, 1960, Trenton

3. National Council of Teachers of Mathematics: Jan. 28-30, 1960, joint meeting with Mathematics Association of America in Chicago, Ill; Apr. 19-23, 1960, Annual meeting in Buffalo, New York.

Professional Activities

1. National Science Foundation: Director of 1959-1960 In-Service Institute. Director of 1960 Summer Institute. (As Director, I helped prepare, submit, and execute proposals for Institutes for teachers of secondary school Mathematics. Grants of approximately $85,000 were administered in these two Institutes. I attended N.S.F. meetings of directors in N.Y.C. and Washington, D.C.

2. Educational Testing Service, Princeton: member of advisory committee on junior high school teaching programs.

3. School of Mathematics Study Group: member of panel on adjustment of programs to students of average and below average ability. Attended writing session at Stanford University, California, August 7-20, 1960.

4. National Council of Teachers of Mathematics: member of committee preparing 26th Yearbook on Evaluation; met in Chicago, Jan. 28-30, 1960, and in Buffalo, April 20, 1960. Also member of nominating committee; met in Chicago, May 27-28, 1960.

5. I served as consultant and/or lecturer in in-service mathematics programs of the following places: Metropolitan School Study Council: lecture and workshop session held on the Montclair campus. Secondary schools of: Edison, Irvington, Scotch Plains, Red Bank, Freehold and Hanover.

IV. Recommendations

These recommendations are based upon discussions with staff members of the Mathematics Department.

1. Telephone facilities. In order for telephone communications to be effective the following seem to require serious attention:

(a) Telephones should be available in faculty offices and especially departmental offices with at most four faculty members per line.
(b) The number of lines available for intracollege communications should be drastically increased both for the present size of the college and as the size of the college increases. Recently there were no lines available within the college for any telephone call from the

Extensive Department Report to the President

3. National Council of Teachers of Mathematics. Jan. 28-30, 1960. Joint meeting with Mathematical Association of America in Chicago. (Jt; Apr. 29-30, 1960. Annual meeting in Buffalo, New York.

Developmental Activities

1. National Science Foundation. Director of Institutes Donald Dwyer. Director of High School Teacher Institute. Jim Dawson. 3 Regional programs, which are now operated, for Institutes for teachers of secondary school mathematics. Grants of approximately $5,000 were administered in these two Institutes. 3 attended S.M.S. meeting of December in N.C.T.M. and meetings, D.W.

2. Educational Testing Service, Princeton. Member of committee considering on Junior High School Mathematics.

3. School of Mathematics Study Group. Director of study in Department of Mathematics in Stanford University and Director of Stanford University. Attended meeting meeting at Monterey, California, August 3-20, 1960.

4. National Council of Teachers of Mathematics. Member of committee preparing 30th Yearbook on Trigonometry, met in Chicago, Jan. 2-4, 1960, and in Buffalo, April 30, 1960. Also member of nominating committee; met in Denver, Apr. 27-28, 1960.

5. I served as consultant and/or lecturer in in-service mathematics programs at the following places: Metropolitan Council (Study Council); lectures and workshop sessions held in the Bedford area. Secondary schools of Chicago, Evanston, Forest Plains, and Duck. Pamphlet and conference.

IV. Recommendations

These recommendations are based upon discussion with staff members of the Mathematics Department.

1. Telephone facilities. In order for telephone communications to be effective the following seem to require serious attention:

(a) Telephones should be available in faculty offices and especially departmental offices also so that the faculty member can talk.
(b) The number of lines available for internal communications should be drastically increased both for the present size of the college and as the size of the college increases. Usually there are lines available which the college for any telephone call from the

Mathematics Department phones on 5 out of 7 successive occassions on which calls were attempted.

(c) There should be a much broader coverage of the college switchboard both as the availability of operators to answer outside calls promptly throughout the day and also to extend the day. On January 17th a faculty member tried to report his forth-coming absence from an early morning class by telephoning the college at 8:00 A.M. and 8:30 A.M. while at each time his long distance telephone call went to the boiler room. Last fall an emergency message to a part-time and extension student had to be channeled through the men's dormitory. There should be coverage of the college switchboard whenever classes are in session or there are meetings on campus.

2. Funds for staff travel. The members of the Mathematics Department have two concerns:

(a) At least $1000 per year should be available for professional travel by members of the Department.

(b) There should be an opportunity for several staff members to attend the major meetings of our professional organizations. For example, the National Council of Teachers of Mathematics has its annual meeting April 5 to 8, 1961 (during our spring vacation). We should have funds for sending at least 5 staff members to Chicago. In 1962 the annual meeting of NCTM is in San Francisco; at least 3 staff members should be sent. As evidence of staff interest in such meetings, it should be mentioned that 6 of the 7 staff members attended the meetings in Philadelphia at their own expense.

3. Departmental Secretary. The growth of the Mathematics Department makes a departmental secretary increasingly necessary. Work scholarship students cannot be used effectively for many things. There are precedents for this in other state colleges in New Jersey. For example, at Newark College of Engineering there is a typing pool and also a separate secretary for each department. The present typing pool at Montclair State College is not effective for the Mathematics Department, since it takes as long to carry material to the Administration Building and to return for the material as to type the letter. I have explored the possibility of using hired help this past semester and have found it very worth while even though I have paid for it personally. It would be much more effective if it could be available on a regular basis.

4. Staff Loads. The 15 semester hour teaching load for all staff members is a severe deterrent to creative work such as should be performed by our better staff members. In most universities there is a graduated scale.

For example, at Newark College of Engineering the loads are reported to be 15, 14, 13 and 12 semester hours for the different academic ranks. As another example, one of my colleagues on a national committee came to my home recently to get my assistance on a committee assignment; his teaching load was 6 semester hours without administrative responsibilities; mine was 12.

5. Administrative Responsibilities and Load. Recognizing the need for increased departmental responsibilities in matters of budget, staff, supplies, equipment, and facilities in addition to the increases due to the growth of the department, definite modifications of current practices are needed. The separation of the administration of the part-time and extension work has been an effective aid. However, this separation should be maintained on a sound basis probably equivalent to the historical 1 semester hour per semester and 2 semester hours in the summer, assuming that an aggressive summer program is desired. The present proposed 2 semester hours per calendar year seems to be effective only as long as a relative newcomer is available who regards it as a stepping stone in his or her professional growth.

In Mathematics it would be worthwhile to have a person spend considerable time exploring opportunities for federal and other grants of funds; another person spending considerable time cooperating with national organizations on the revisions of teacher training programs; another person considering special equipment with respect to both acquisition and utilization. All staff members should be encouraged to undertake projects with released time as has been done in 1960-1961 by Mr. Clifford and Dr. Sobel.

Respectfully submitted,

Bruce E. Meserve

B. E. Meserve, Chairman
Mathematics Department

BEM:gm
2/20/61

NEW JERSEY STATE COLLEGE OF MONTCLAIR

MEDICAL DEPARTMENT

REPORT TO THE PRESIDENT

ACADEMIC YEAR

1959-1960

To teach, promote and protect the health of those on Montclair State College Campus, is a large task, far from realization because of problems such as academic understanding, as well as communication and finance.

I. Trends and Developments:

1. Physical examinations of entering freshmen.
2. Physical examinations of College High School students.
3. Physical examination of student body.
4. Follow-up of medical recommendations.
5. Correction of physical defects.
6. Improvement of physical conditions of individual students referred to medical department.
7. Communication with private physicians, re: improving physical efficiency of students.
8. Filing of insurance claims for students.
9. Filing compensation forms for employees.
10. Consultation for disturbed students.

II. Services Rendered

A. Treatments (First Aid, 5,618)

B. Infirmary Cases 322

C. Issuance of make-up slips

D. Office Consultations

E. Referring students to specialists when necessary.

F. Correspondence with insurance companies, re: student health program.

G. Attendance at home athletic events.

H. Mantoux testing program

I. Recheck chest X-rays when indicated.

J. Preventive measures - vaccinations, inoculations.

K. Acne therapy program and clinic

To identify, assess and prevent the spread of local environmental and health problems in a large city for some manufacturing branches, it includes some as examples, problems as well as measurements and limits.

I. Trends and Developments

1. Physical manifestations of economic development.
2. Physical manifestations of changes in the social structure.
3. Physical manifestations of growth and decay.
4. Publishing of medical recommendations.
5. Conversion of physical features.
6. Conversion of physical amenities or institutions without economic business or medical structures.
7. Consolidation with others (specializing and increasing complex units) or mergers.
8. Filling of consumer demand for products.
9. Filling complementary items for the business.
10. Consolidation for distinctive products.

II. Starting Industry

1. Traditional (Firms and, Plant)
2. Industry Share Set
3. Increase of industry share
4. Other considerations
5. Industry problems in specialized area management.
6. Correspondence with industrial engineering and economic design problems.
7. Attendance at long range planning studies.
8. Industrial starting program
9. Industrial water Supply and treatment.
10. Preventive measures - monitoring, investigations.
11. Some industrial programs and objects

II. Services Rendered (continued)

L. Senior class certification slips.

M. Wasserman tests

N. Pre-entrance interviews

O. Immunization program

P. Maintenance of individual health records.

Q. Round the clock nursing service

R. Interviews with private physicians when necessary.

S. Notification of parents when students are ill.

T. Counseling and other procedures designed to protect, maintain and promote physical and emotional well being of students.

III. Recommendations:

1. More detailed program for correction of defects, as noted on physical examination.

2. Better statistical information, re: records.

3. Use of public information

4. Methods of protecting and improving health of college students through comprehensive and integrated programs of health education and service.

5. Enlarge the scope of problems and means of improving health on our campus.

6. Promotion and improvement of the students' health through good health education.

7. Report early signs of illness promptly.

8. Program to insure medical recommendations are followed.

9. A means of making health information more readily accessible to students.

10. Formulate means of relating college health program to all other college functions.

11. Promote student interest to cooperate in "why and how" to maintain his own health.

IV. Staff

The medical staff consists of a non-resident physician and two registered nurses. A part time registered assistant nurse was employed with tuition and living expenses as compensation.

IV. (continued)

Conclusion:

The medical department at Montclair State College has available the finest skills and facilities for the treatment of illness and the promotion of good physical and mental health.

Charlotte L. Pritchard (R.N.)

(Signed) Charlotte L. Pritchard
Head Nurse

February 1, 1961

Montclair State College

Department of Music

Report to the President

1959 - 1960

I. Trends and Developments

A. Changes in the Faculty

1. Mrs. Dorothy Priesing was engaged at 1/5 time to replace Catherine Carver Burton. Mrs. Priesing is teaching secondary piano.

2. Dr. Arthur Christmann has been stepped up from 4/5 time to full time.

B. Courses Discontinued

1. The music minor which certificated students to teach music in secondary school has been discontinued as of September, 1959.

2. Int. 475A, Fundamentals of Elementary School Music, an elective for general students desiring certification in the elementary school has been discontinued as of September, 1959.

C. Gifts to the College

1. From Mr. Benjamin Wilkes, music faculty, 5 Murlyn Proficiency Records of Art Songs.

2. From Edna McEachern, music faculty, a Neupart Spinet, imported from PianoHaus Lang, Munich, Germany.

D. Mark Andrews Scholarship

A scholarship of $30 was awarded to Eugenia Euring, junior music major to attend the Choral Conducting Master Class by Peter Wilhonsky in New York, July 11-15, 1960.

E. Clarence O. S. Howe Memorial Organ Scholarship

Four scholarships in the amount of $15.50 each were awarded Emily Waters, Sandra Hoek, Vincent Verga and Eugenia Euring, junior music majors to attend the Alumni Workshop, Union Theological Seminary School of Sacred Music in New York, June 20-22, 1960.

F. Mus. 460 - Musical Studies in Europe

(Summer of 1959) was cancelled because of insufficient enrollment.

G. Instrumental Ensemble Festival

The New Jersey Music Education Association sponsored the ninth Northern New Jersey Instrumental Ensemble Festival at this College on Saturday, April 23. 187 students from nineteen schools in northern New Jersey played in 59 ensembles in string, wood, brass wind, and percussion or combinations thereof. A feature of the festival was a concert of Ensemble Music played by the Arts High School String Trio, Newark; the Midland Park Clarinet Choir; the Morris Hills Regional High School Percussion Ensemble; and the River Dell Regional High School Brass Ensemble.

H. Memorial Day Service

The third annual College sponsored Memorial Day Service was held in Memorial Auditorium on May 30. President M. DeAlton Partridge was master of ceremonies. The address was given by the Reverend Frederick Brown Harris, Chaplain of the United States Senate. Russell Hayton, college organist presided at the Memorial Organ. A feature of the program was Lincoln's Gettysburg Address sung by the college choir, with Herman Sommer, class of 1949, Narrator.

I. Music Organizations Commission Concert Series

The Music Organizations Commission, Dr. Ward Moore, Chairman, sponsored its first concert series during the school year, 1959-1960. The eight concerts were given by college organizations and guest artists as follows:

1. Juilliard String Quartet
2. The Opera Workshop - The Lowland Sea, Wieder and Sungard
3. Montclair Festival Orchestra
4. The College Band
5. Clarence Snyder, Organist
6. Janice Matisse, Soprano
7. The College Choir
8. The College Orchestra

J. Instruments Purchased - 1959-1960

2 Everett Studio Upright Pianos, style 11, walnut with matching bench at $545. each purchased from Altenburg Piano House, 1150 East Jersey Street, Elizabeth, New Jersey.

2 Wurlitzer Studio Upright Pianos, model 2920, light oak with matching bench at $483. each purchased from Mifflin Pianos, 234 East State Street, Trenton, New Jersey.

Holton French Horn, single, assigned, "Army Surplus" No. 378, value, $300.

Holton French Horn, single, assigned, "Army Surplus" No. 211373, value $300.

Zildzian Gong, 28", purchased from Frank Plo, Value $100.

Ludwig Super Sensitive Snare Drum, purchased from Frank Plo, value $125.

K. Music Educators of New Jersey, Piano Auditions

The Montclair State College made the music building available to the Music Educators of New Jersey for their annual Piano Auditions on Saturday and Sunday, April 22-23, on which days over 350 piano students auditioned with a jury of outstanding piano pedagogues.

L. Music Department Faculty Committees

1. Music Department Brochure - Dr. Christmann, Chairman - Mr. Wilkes, Mr. Present.

2. Band and Orchestra Instruments - purchase, care, use of - Dr. Moore, Chairman - Dr. Christmann, Mr. Zerbe.

3. Student Teaching, Junior and Senior - Miss Morse, Chairman - Dr. Moore, Dr. Christmann, Mr. Zerbe.

4. Scholarships - Mr. Hayton, Chairman - Mr. Kahn, Mr. Present.

M. Listening Room - Life Hall

The war Memorial Fund Board gave a Hi Fi reproduction unit to the students of the College for use in a Listening Room in Life Hall. The Listening Room is under the supervision of the Music Department and is in charge of a work scholarship student who operates the record player. The room is open daily from 11:30 until 1:30. The program, selected to meet a variety of musical

tastes are changed twice a week. The use of the Listening Room is limited to the performance of music of the masters. Students are encouraged to request their favorite numbers.

N. Job Analysis, Music Department Chairman

Following is a list of specific duties which have been performed by the Chairman of the Music Department:

1. College Catalogues; undergraduate, graduate
2. Part time and extension courses--Announcement, Summer School
3. Music Department Teaching Schedules; Students' schedules
4. Annual Report to the President. Copy on file in the Library
5. Music Department Calendar--coordination of music activities
6. Assignment, Student Advisors, dual advisory system in music department
7. Student Recitals--bi-weekly under-graduate; graduation recitals, faculty recitals
8. Junior Observation, assignments
9. Student Teaching assignments; Junior and Senior
10. Piano tuning--care and repair; Organ tuning, care and repair
11. School Owned Instruments; rental, loan; care, repair
12. Supervision of Applied Music Instruction, hourly basis, payroll
13. Music Department Budget--supplies, equipment; library, audio visual aids--instruments, etc.
14. Plans for New Music Building, furnishings, equipment
15. Student Chapter--Music Education National Conference, (member, Ex officio)
16. Publicity--Public, college, newspapers
17. Assignment of Student Accompanists
18. Practice Room Schedules for Students
19. Music Organizations Commission (member, Ex officio)
20. Interview-audition, examination of entering Freshmen
21. Extra-Curricular Music Activities--college and community
22. Supervision of Music Building--Evening Practice
23. Music Alumni Files; home address; teaching address
24. College Music Library; annual budget; coordination of music scores and records; topic bibliography
25. Record Library, purchase, care of recordings; 3 way record index
26. Music Department correspondence; letters of inquiry, etc.
27. Supervising Work Scholarship Students; payroll
28. Memorial Auditorium--coordination of instrument rental--piano, organ
29. Supervision of Bulletin boards, Music Building
30. Music Department Faculty Meetings.
31. Evaluation of music credentials for State certification (as requested by State Board of Education)
32. Supervision of Student Listening Room, Life Hall - bi-weekly

program with informational notes

33. Music for College assembly as requested by Dean Huber
34. Check all book orders for music department (Mrs. Quinlan, school store)
35. Annual awards of scholarships for Summer study

O. Inventory of College Owned Instruments as of July 1, 1960

Instrument	Value
Piccolo Db Guy Humphrey #41271	$ 75.00
Piccolo C Reynolds #12980	100.00
Piccolo C Martel #2901	75.00
Flute Armstrong #24192	100.00
Flute Gerard #41272	100.00
Flute Haines - gift of Dr. Wurtz	150.00
Oboe Continental Colonial #26815	150.00
Oboe Penzel Muller #15308	300.00
English horn Loree #J90 (military system)	100.00
Clarinet M. Lacrois #412784	85.00
Clarinet (French) #MST41273	50.00
Clarinet Noblet #5607	85.00
Clarinet Pastore A188	50.00
Clarinet LaCroix (no number)	85.00
Clarinet Frank Plo #19267L	85.00
Clarinet Peerree Maure #24614	85.00
Clarinet Concord #1991	85.00
Clarinet Cabart (no number)	85.00
Clarinet (in A) Albert #41237	85.00
Clarinet Pierre Maure #24600	85.00
Clarinet (A) no name (wooden) #41285	50.00
Alto Clarinet Mariel Freres #41274	125.00
Bass Clarinet Rampone #25233	300.00
Bass Clarinet LaBlanc #4252	500.00
Bassoon Cabart #41275	450.00
Sarrusophone Conn #V215	200.00
Coronet Olds #3491	100.00
Coronet Reynolds #45645	150.00
Coronet Reynolds #38222	200.00
Coronet Reynolds #38486	200.00
Coronet Conn #639794	150.00
** Coronet Conn #639822	150.00
Coronet King #332334	150.00
* King Coronet #351009 (replacement for King Coronet stolen last spring)	150.00
Fluegelhorn Melville-Clarke #2621	150.00
French horn (single) Conn #364684	250.00
French horn (double) Conn #362399	400.00
French horn (double) Rampone #244	150.00
French horn (single) Continental Colonial #124 469	100.00
Trombone York #1131	100.00
Trombone Holton #98718	100.00

Violin #6, bow, case	$125.00
Baritone Reynolds #36221	$350.00
Baritone Pan American	250.00
Baritone York #65184	125.00
Eb tuba Conn #155134	100.00
BBb tuba King #253987	275.00
BBb tuba Clear Tone #7274	50.00
* BBb tuba Reynolds #48370	500.00
Sousaphone York #90856	275.00
Bells MST 4 1281	100.00
Xlyophone MST #41283	100.00
Glockenspeil MST #41280	125.00
Deagan Chimes w/wooden rach	400.00
Field drum MST #41276	35.00
Field drum MST #41277 (Rogers)	35.00
Field drum MST #41282	35.00
Concert Drum MST #41278	40.00
Concert Drum Slingerland	45.00
Bass Drum MST Ludwig #41278	35.00
Bass Drum MST Slingerland #41279	75.00
Bass Drum MST Slingerland #41280	150.00
Timpani (three machine, one hand tuned)	600.00
Cymbals (pair) K Zildjian	75.00
Cymbals (pair) A Zildjian	75.00
* Cymbals (pair) A Zildjian	85.00
Cymbals (1 large, 2 small) 21", 12", 12"	55.00
Tam-tam	50.00
Tom-Tom (2) 13" - 14"	90.00
Violin #1, bow, case	75.00
Violin #2, bow, case	100.00
Violin #3, bow, case	100.00
Violin #4, bow, case	100.00
Violin #5, bow, case	125.00
Viola #1, bow, case	100.00
Viola #2, bow, case	75.00
Cello, no bow	75.00
Cello #1, bow, case	
Cello	200.00
Cover	30.00
Cello #2, bow, case	
Cello	200.00
Bow	30.00
Cover	30.00
Bass #1, French bow - poor cover	
Bass	165.00
Bow - poor	10.00
Bass #2, French bow - no cover	
Bass	165.00
Bow - poor	10.00
Bass #3, German bow - no cover	
Bass	165.00
Bow - very poor	5.00
	$12,005.00

* Purchased 1957-58

** King Cornet stolen last spring has been replaced by King Cornet #351009

Tuba	Reynolds Contempora	$ 477.00
	#54219 Model 175	
	Purchased from Frank Plo	
Baritone Saxophone	Selmer	374.00
	#79324 Model 55W/case	
	Purchased from Dorn & Kirschner	
Doble F Horn	Reynolds	345.00
	#52831 Model 160W/case	
	Purchased from Frank Plo	
Gerard	Alto Clarinet	225.00
	#412765W/case	$1,421.00
	Purchased from Frank Plo	
Fluegel Horn #231186, Besson		150.00
Holton, French Horn, single, not purchased assigned "war surplus" #211378		300.00
Holton, French Horn, single, not purchased assigned "war surplus" #211373		300.00
Gong 28", Zildzian		100.00
Snare Drum, supersensitive - Ludwig		125.00

Report on the use made of College Owned Band and Orchestra Instruments - School Year 1959-1960

The College now owns 90 band and orchestra instruments. Of this number only 8 instruments were rented at $12.50 a semester, (total, $100.) and 26 instruments loaned on contract during the school 1959-1960.

It has been proposed that the College purchase instruments to rent to students for use in Music 205A, 205B, 206A, 206B and 309. This does not work out. Students in these classes do rent instruments, but not from the College. They often rent an inferior instrument for less money elsewhere. The result is that they are frequently a week or two late in bringing their instruments to class.

P. Student Chapter of the Music Educators National Conference

This organization, under the direction of Louis Zerbe, Faculty Advisor, has done much for the professional growth of our music students. In addition to an active program in this College, they have participated in the annual meeting of the Department of

Music of the New Jersey Education which meets in Atlantic City in November, and this year attended the Music Educators National Conference Convention in Atlantic City in March.

Q.. Concerts and Extra-Curricular Music Activities - 1959-1960

1. College Band and College Choir; Convocation, amphitheatre.
2. College Band; football game, September 26.
3. Juilliard String Quartet; Music Organizations Commission, Memorial Auditorium, October 7.
4. Catherine Carver Burton; (New York Recital) Russ Hall, October 9.
5. College Band; football game, October 10.
6. Memorial Services for Trenton Students; college assembly, October 13.
7. Music for Dean Huber's Tea; Chapin Hall, October 19.
8. Graduation Recital, Howard Buchanan, Trombone, Russ Hall, October 25.
9. Career Day; Memorial High School, West New York, New Jersey, Dr. Ward Moore, October 28.
10. The Lowland Sea; Opera Workshop, Memorial Auditorium, November 3.
11. The Lowland Sea; Opera Workshop, Memorial Auditorium, November 4.
12. Student Recital No. 1; Russ Hall, November 6.
13. College Band; football game, November 7.
14. Graduation Recital; William Shotwell, piano, Russ Hall, November 15.
15. College Band; assembly, Memorial Auditorium, November 17.
16. College High School 7th grade to Carnegie Hall concert; Miss Morse, November 18.
17. Student Recital No. 2.; College High School auditorium, November 20.
18. Graduation Recital; Loretta Tarnow, Violin. Chapin Hall, November 22.
19. Graduation Recital; Alexander Pedicone, Clarinet. Chapin Hall, November 22.
20. Montclair Festival Orchestra; Mr. Emil Kahn, Conductor, Memorial Auditorium, November 24.
21. Graduation Recital; David Latto, bass. Russ Hall, November 29.
22. Student Recital No. 3; Russ Hall, November 4.
23. Graduation Recital; Larry Hoogerhyde, tenor, Russ Hall, December 4.
24. Graduation Recital; Dominick Ferrara, bassoon, Chapin Hall, December 6.
25. Graduation Recital; Roger Rossnagel, organ. Memorial Auditorium, December 6.
26. Messiah, Lecture-Recital; Dr. Edna McEachern. Memorial Auditorium, December 9.

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27. Graduation Recital; Ronald Naspo, string bass. College High School, December 10.
28. Student Recital No. 4; Memorial Auditorium, December 11.
29. Graduation Recital; Robert Kearns, piano. College High School, December 13.
30. Graduation Recital; Jane Breit, soprano. Russ Hall, December 13.
31. Music Department Christmas Assembly; Memorial Auditorium, December 15.
32. Music Department Christmas Party; Music Building, December 16.
33. College High School Christmas Concert; Miss Morse, Mr. Zerbe. Memorial Auditorium, December 18.
34. Student Recital No. 5; College High School Auditorium, January 8.
35. Graduation Recital; James Dix, French Horn. Russ Hall, January 10.
36. Graduation Recital; David Partos, piano. Russ Hall, January 10.
37. Student Recital No. 6; Russ Hall, January 11.
38. Student Recital No. 7; College High School Auditorium, January 15.
39. Graduation Recital; Sal Martorelli, Trumpet. College High School Auditorium, January 17.
40. Graduation Recital; Carmella Moccio, soprano. Russ Hall, January 17.
41. Student Recital No. 8; Memorial Auditorium, January 18.
42. College Band Concert; Music Organizations Commission. Memorial Auditorium, January 20.
43. Graduation Recital; Judy Naschak Howalak, piano. Russ Hall, January 24.
44. Graduation Recital; William Crome, baritone. Russ Hall, January 24.
45. Graduation Recital; Pauline Clinchard, organ. Memorial Auditorium, January 31.
46. Graduation Recital; Bruce Schwoy, piano. College High Schoo Auditorium, January 31.
47. Graduation Recital; Joseph Rago, piano. Russ Hall, February 7.
48. Student Recital No. 9; Russ Hall, February 12.
49. Student Recital No. 10; Russ Hall, February 17.
50. Clarency Snyder, Organist; Music Organizations Commission, February 17.
51. Jack Irwin, Pianist; Pre New York concert. Russ Hall, Bebruary 19.
52. Ernest Ulmer, Pianist; Pre New York concert. Russ Hall, February 26.
53. Robert Andrews, Pianist; Pre Town Hall concert, New York. Assembly, Memorial Auditorium, March 1.
54. Student Recital No. 11; College High School Auditorium, March 11.
55. Organ Recital; Russell Hayton. Memorial Auditorium, March 13.
56. College High School Spring Concert; Miss Morse, Mr. Zerbe. Memorial Auditorium, March 18.
57. College Choir assembly; Memorial Auditorium, March 22.
58. Dr. Hans Gal, University of Edinburgh, Scotland; "The Composer's Workshop." Russ Hall, March 23.
59. Janice Blanton, soprano; Music Organizations Commission. Memorial Auditorium, March 23.

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60. Student Recital No. 12; College High School Auditorium, March 25.
61. Lecture Recital on Parsefal; Dr. Edna McEachern, Russ Hall, April 10.
62. College Choir; Caldwell High School, April 14.
63. College Orchestra Concert; Emil Kahn, Conductor, Music Organizations Commission. Memorial Auditorium, April 20.
64. Ninth Northern New Jersey Instrumental Ensemble Festival; College High School, Life Hall, April 23.
65. Music Educators of New Jersey Piano Auditions; Music Building, April 23.
66. Music Educators of New Jersey Piano Auditions; Music Building, April 24.
67. Student Recital No. 13; Russ Hall, April 25.
68. Music 309-Brass Instruments Class; Field trip to Penzel and Miller, Music Instruments, New York City.
69. College Choir; Long Branch High School, April 29.
70. Student Recital No. 14; College High School Auditorium, April 29.
71. Concert of Baroque Chamber Music; Presentation of the Spinet to the College by Dr. Edna McEachern, Russ Hall, May 1.
72. College Choir; Board of Education, Elizabeth, New Jersey, Mey 3.
73. College Choir Concert; Music Organizations Commission, Memorial Auditorium, May 4.
74. Piano Recital-Sub credit students of Joan Napoliello; studio 12, May 5.
75. Student Recital No. 15; Russ Hall, May 6.
76. Faculty Recital-Benjamin Wilkes, tenor; Memorial Auditorium, May 8.
77. Princeton High School Choir; Memorial Auditorium, May 11.
78. Student Recital No. 16; Russ Hall, May 11.
79. Graduation Recital-Lucille Noto, soprano; Russ Hall, May 15.
80. Student Recital No. 17; Russ Hall, May 18.
81. Music Department Assembly - Dr. Edna McEachern; guest conductor, Dr. Harry Wilson, Head of Music Department, Columbia University, New York, May 17.
82. Testimonial Dinner; Dr. Edna McEachern, Friar Tuck Inn. May 18.
83. Graduation Recital ; Guy Vinopal, oboe. College High School Auditorium, May 19.
84. Student Recital, No. 18; Memorial Auditorium, May 20.
85. Memorial Services for Dr. Mallory, Alumni; Russell Hayton at the Memorial Organ. Memorial Auditorium, May 22.
86. Student Recital No. 19; Russ Hall, May 23.
87. Down in the Valley - Wilder and Sungard, Opera Work Shop; Emil Kahn, conductor. Memorial Auditorium, May 26.
88. Down in the Valley - Wilder and Sungard, Opera Work Shop; Emil Kahn, conductor. Memorial Auditorium, May 27.
89. Third annual Memorial Day Service - Russell Hayton at the Memorial Organ; Memorial Auditorium, May 30.
90. Student Recital No. 20 - Russ Hall, May 31.
91. Student Recital No. 21 - Russ Hall, May 31.
92. College High School Baccalaureate - College High School Choir; Miss Morse, June 5.

93. College Baccalaureate, College Choir, Mr. Hayton; Amphitheatre, June 5.
94. Musical Program - President Partridge's Reception to Seniors. Memorial Auditorium, June 7. Students participating: Paul Kearns, organ; Robert Lombardi, flute; Louis Baumann, piano; Lucille Noto, soprano.
95. College High School Commencement - College High School Choir; Miss Morse, Amphitheatre, June 7.
96. College Commencement; College Orchestra, College Choir. Amphitheatre, June 9.
97. "What's my Name?" - Musical Quiz by Dr. Edna McEachern, Dean Huber's Tea to high scholarship students, Chapin Hall, April 27.

R. Musical Organizations of the College

1. The College Choir; Russell Hayton, Conductor.
2. The College Orchestra; Emil Kahn, Conductor.
3. The College Band; Dr. Ward Moore, Conductor.
4. The Opera Workshop; Emil Kahn, Conductor.

II. Enrollment Data

A. Music Majors - Total 94

Seniors	- 22	Sophomores	- 20
Juniors	- 21	Freshman	- 31

B. Music Minors
Seniors - 2
Juniors - 2

C. General Students
Music, 100 - Music Appreciation required of all students; 14 sections with a total of 707 students.

D. Attention of Music Students During School Year, 1959-1960
1. Seniors
a) Jane Breit, dropped college in senior year because of low grades.
b) David Partos, dropped college in senior year because of army committment.

2. Juniors
a) Peter Neuman, transferred to Manhattan College of Music, New York City.

3. Sophomores
a) Carl Brundin, dropped college because of low grades.
b) William Campbell, dropped college because of low grades.

4. Freshmen
   a) Richard Conover, dropped college because of low grades.
   b) Phyllis Lassman, changed to an English Major.
   c) Leonard Tobias transferred to Manhattan College of Music.

E. Applied Music Instruction

Music majors choose a primary and a secondary instrument in applied music, one of which is piano. Music Majors receive a one hour private lesson weekly on the primary instrument and a one-half hour private lesson or class equivilent weekly on the secondary instrument. The following table indicates concentration in applied music:

INSTRUMENT	NUMBER OF STUDENTS	
	Primary	Secondary
Flute	6	
Clarinet	9	5
Bassoon	2	1
Oboe	2	
Trumpet	10	
Trombone	7	
Baritone Horn		1
French Horn	2	1
Organ	8	
Piano	21	65
Voice	17	19
Violin	6	
Viola	1	
Stringbass	1	1
Percussion	2	1

F. Graduation Recitals

1. Jane Breit, soprano
2. Howard Buchanan, trombone
3. Pauline Clinchard, organ
4. William Cromie, baritone
5. James Dix, French horn
6. Dominic Ferrara, bassoon
7. Lawrency Hoogerhyde, tenor
8. David Latto, Baritone
9. Robert Kearns, piano
10. Anthony Luciano, clarinet
11. Salvatore Martorelli, trumpet
12. Carmela Moccio, soprano

Graduation Recitals-continued

13. Judith Naschak, piano
14. Ronald Naspo, string bass
15. David Partos, piano
16. David Pedicone, clarinet
17. Joseph Rago, piano
18. Roger Rossnagel, organ
19. William Shotwell, piano
20. Bruce Schwog, piano
21. Guy Vinopal, oboe
22. Loretta Tarnow, violin
23. Lucille Noto, soprano

III. Staff and Courses

A. Full Time Teachers

1. Edna McEachern, Professor; Head of Music Department, Music

History, Music Theory, Music Education, Choral Music and administration.

2. Dorothy Morse, Assistant Professor; choral music, music education, courses for music majors, demonstration classes in grades 7 and 8, College High School and the College High School chorus and choir.

3. Ward Moore, Associate Professor; College bands, Instruction on brass instruments, music education courses, School bands.

4. Emil Kahn, Assistant Professor; College orchestra and related courses in orchestration and conducting, opera workshop, music appreciation for freshmen.

5. Murray Present, Assistant Professor; instructor in piano.

6. Louis Zerbe, Associate Professor; instructor in violin, string instruments, music history, school orchestras and music appreciation for freshmen.

7. Benjamin Wilkes, Assistant Professor; instructor in voice and music appreciation for freshmen.

8. Arthur Christmann, Associate Professor; instructor in clarinet, piano, music appreciation for the general student.

B. Part Time Teachers

1. Russell Hayton, 3/5 time; college choir, memorial organ.

2. Dorothy Priesing, 1/5 time; instructor, secondary piano.

3. Achilles D'Amico; instructor, percussion.

4. Gerald Quinlan,* flute.

5. Maxine L. Shimer,* bassoon.

6. Gennardo Mignola,* oboe.

7. Albert Piomuto,* French horn.

8. Ranier 'DIntinnes,* French horn.

C. Courses Taught During School Year, 1959-60

Course Title	No. of Sections	Enrollment	Teacher
Mus. 100, Music Appreciation	14	707	McEachern

* Instruction in applied music on the hourly basis.

Lighting, Sound Control, Stage Acoustics, Stage Make-up and Laboratories.

2. Theatre Stage, Lecture-Demonstration Stage, Work Area, Storage, Office (1) Small Acting Area, Demonstration Classes in grades 1 and 2, Lecture Hall Seats and Demonstration School Stage for Adult.

3. Stage Scenery, Properties Storage, Scene Shop, Lighting and Sound Laboratory, Small Shop for Scenery, Sound Lab.

4. Dark Room, Laboratory Photography, Lecture Demonstration Area, Storage of Audio-Visual Equipment, Small Audio-Visual Production, Audio Production for Theatre.

5. Storage Classroom, Lecture Demonstration Laboratory in Stage Lighting.

6. Lobby Space, Adequate Performance Laboratory in Stage Lighting Demonstration, Small Gallery, Sound Laboratory and Audio Equipment for Theatre.

7. Reception Gallery, Adequate Performance Laboratory in Stage and Audio Equipment for Theatre.

8. Arena Performance, Exercise Performance Laboratory in Acting, Small Audio Equipment for the Acting Studio.

C. Fine Arts Theatre

1. Sculpt Studio, 1/2 Clay Studio Space Only, Sculpture Shop.

2. Painting Studio, 1/2 Clay Studio, Painting, Drawing Class.

3. Ceramics Studio, Ceramics, Pottery.

4. Design Studio, Design.

5. Studio 1. Drawing, Lecture.

6. Drawing Studio, Class.

7. Albert Studio, Class, Lab.

8. Studio Workshop, Class, Lab.

D. Courses Taught During Normal Term, 1970-72

Course Title	No. of Sections/Enrollment Number			
Ma. 100, Basic Mathematics	1A	70	Classroom	

* Information in typical week in the Faculty Guide.

Course Title-continued	No. of Sections	Enrollment	Teacher
			Moore, Kahn Wilkes, Zerbe Christmann
Mus. 101, Sight Reading; Ear Training I	1	32	McEachern
Mus. 102, Sight Reading, Ear Training II	1	31	McEachern
Mus. 201, Harmony I	1	21	McEachern
Mus. 202, Harmony	1	20	McEachern
Mus. 205A, String Instruments	2	19	Zerbe
Mus. 205B, String Instruments	2	18	Zerbe
Mus. 206A, Wood Wind Instruments	1	12	Christmann
Mus. 207, Epochs in Musical Development I	1	20	Zerbe
Mus. 208, Epochs in Musical Development II	1	18	Zerbe
Mus. 301, Choral Technique	1	15	McEachern
Mus. 305, Orchestra	1	20	Kahn
Mus. 306A, School Orchestra	1	17	Zerbe
Mus. 306B, School Bands	1	12	Moore
Mus. 307, Form and Analysis	1	22	Kahn
Mus. 308, Voice class for Instrumentalists	1	13	Wilkes
Mus. 309, Brass Wind Instruments	1	11	Moore
Mus. 320, Teaching Music in the Elementary School	1	21	Morse
Mus. 337, The Opera	1	10	McEachern
Mus. 401, Teaching Music in the Secondary School	1	25	Morse
Mus. 406, Epochs in Musical Development, III	1	24	McEachern
Mus. 410, Composition	1	9	Kahn
Mus. 416, Music in Modern Society	1	28	McEachern
Mus. 405, Orchestra Conducting	1	13	Kahn
Mus. 429, Accopella Choir and Choral Conducting	1	12	Morse
Mus. 499, Problems in School Music	1	20	Morse

College High School

7th grade, Music Demonstration	30	Morse
8th grade, Music Demonstration	30	Morse
General Music Elective, Grades 9-12	5	Morse
College High School Chorus Elective, Grades 9-12	76	Morse
College High School Choir Selected, Grades 9-12	25	Morse
String Ensemble	7	Zerbe

Course Title	Credit Hours	Grade	Quality Code
No. 103, Oral Reading, Or Diction I	1	A	Excellent
No. 104, Oral Reading, Or Diction II	1	A	Excellent
No. 201, Speech I	1	A	Excellent
No. 202, Speech	1	A	Excellent
No. 203, Voice Conservation	1	B	Good
No. 205, Voice Individuals	1	B	Good
No. 206, Voice and Articulation	1	A	Excellent
No. 207, Speech in Public Development I	1	B	Good
No. 208, Speech in Public Development II	1	B	Good
No. 302, Choral Technique	1	A	Excellent
No. 303, Operettas	1	B	Good
No. 304, Vocal Ensemble	1	A	Excellent
No. 305, Advanced Chorus	1	B	Good
No. 307, Form and Analysis	1	B	Good
No. 308, Voice class for Instrumentalists	1	A	Excellent
No. 309, Piano Ensemble	1	A	Excellent
No. 310, Teaching Music in the Elementary School	1	B	Good
No. 317, The Voice	1	B	Excellent
No. 320, Teaching Music in the Secondary School	1	C	Fair
No. 322, Speech in Public Development III	1	A	Excellent
No. 325, Operettas	1	C	Fair
No. 326, Music in Junior Teaching	1	B	Excellent
No. 329, Orchestra Instrumentation	1	D	Poor
No. 327, Acoustics Class Piano	1	A	Excellent
Choral Accompanying	1	A	Excellent
No. 327, Problems in Choral Music	1	B	Good

Subject Not Taken

7th grade, Fundamentals	3	None
8th grade, Music Appreciation	3	None
General Music Student Teaching Grades 9-12	5	None
Subject Not Taken Choral Music Elective. Grades 9-12	75	None
Subject Not Taken Band Class Instrument. Grades 9-12	45	None
Music Elective	7	None

Course Title-continued	Enrollment	Teacher
Mus. A462, Music and the Related Arts	24	McEachern
Mus. A408, Wagner Music Dramas	13	McEachern

IV. Problems Facing the Music Department

1. Financing the cost of Applied Music

All music majors choose a primary and a secondary instrument in applied music, one of which shall be piano. Music majors receive a one-hour private lesson weekly for 7 semesters on the primary instrument and a half-hour private lesson weekly for vocal emphasis students, 6 semesters; for instrumental emphasis students, 4 semesters. This instruction is given without extra charge. This means that every music major who meets the entrance requirements in applied music automatically receives a scholarship on his primary and secondary instrument. This is very expensive, unrealistic and not in accordance with practice throughout the country.

Class instruction in secondary piano has been proposed as a means of reducing the cost of applied music instruction. Accordingly, in the school year 1957-58, Miss Joan Geilfus, a capable teacher, (Associate of Dr. Pace of Teachers' College, Columbia University) organized a class in secondary piano for freshmen and sophomore music majors. The results were unsatisfactory to both teacher and students. Reasons:

a) Schedule conflicts prevented grouping together students of like ability.
b) Insufficient number of class lessons weekly to compensate for one-hour class lesson weekly is not equivalent to one-half hour private lesson.
c) Inadequate equipment; not enough pianos available at one time and place.

At the close of the school year, the freshmen has covered only the first semester's work as outlined in our piano syllabus, and the sophomores were of the opinion that they had covered only about half as much as they had done in the previous year in private instruction.

Possible Solutions

a) Charge all music majors a reasonable fee for all private instruction on primary and secondary instruments.
b) Raise the requirements for"free" instruction in applied music. i.e.-charge for the freshmen and sophomore year; give applied music instruction without charge for senior year.
c) Regardless of grade level, give applied music instruction without cost only to those students who maintain a B average in primary or secondary instrument.

2. Extra-College Music Activities

Music majors are constantly being assailed by "outside" music organizations to participate in choirs, orchestras and other performing groups. Sometimes these activities interfer with the student's obligation to his college ensembles, and frequently they deprive him of much needed time in the practice of applied music. Informal checking has revealed students participating in four and five "outside" musical organizations in addition to the required college ensembles.

Possible Solutions

a) Student inventory of "outside" musical activity.
b) Closer supervision by student advisors.

3. Work outside the College

Many of our students find it necessary to work outside the College in order to remain in school. Some of these students are unable to maintain a satisfactory scholastic record and work at the same time. Frequently they are dropped by the College for low grades, usually in their academic subjects. It is possible that these students might bring up their grade average if they did not carry a full load.

Possible Solutions

a) Student inventory of "outside work" necessary to remain in College.
b) Reduction of load for low scholarship students who must work outside the College.

4. Dance Bands

Many of our men students play in Dance Bands several nights a week. The influence of Jazz is not only evident in their concept of tone, style of performance and work habits, but is very difficult to combat on the part of their teachers in serious music making. There appears to be a high correlary between "classical tradition" in playing an instrument and the ability to give a good graduation recital.

Possible Solutions

a) Provide a "musical substitute" for dance bands by encouraging students to qualify for membership in professional orchestras such as the National Orchestra Association.
b) Provide summer scholarships in recognition of "attainment" in classical music such as a scholarship to Tanglewood, Eastman School of Music, etc.

These "award of Merit" scholarships are already in operation at Montclair in organ and choral music.

4. Inter-College Music Activities

Music majors are customarily called upon annually by various student organizations to participate in choral, orchestral and other performing groups. Sometimes these activities interfere with the student's obligations to his college, and frequently, the demands take of such amateurs in the preparation of opposite works. Informal consulting the personnel problem indicated in this and five "outside" musical organizations is nothing to the amazing college enrollments.

Possible Solutions

a) Increase leadership of "outside" musical activity.
b) Encourage cooperation by student activities.

3. Week Ending the College

Many of our students find it necessary to work during the College in order to remain in school. Some of these students are unable to maintain a satisfactory scholastic record and work at the same time. Frequently they are dropped by the college for low grades, usually in their academic subjects. It is possible that these students might merely by their grade average or case not carry a full load.

Possible Solutions

a) Students unemployed or "outside work" necessary to remain in College.
b) Reduction of load for the scholarship student who must work outside the College.

4. Dance Bands

Many of our men students play in dance bands several nights a week. The influence of this is not only evident in their academic or home, while of performances are more lasting, but is very little aid to student in this part of their education in matters social. Dance music seems to be a high correlation between financial remuneration in playing in instrument and the ability to give good production results.

Possible Solutions

a) Provide a "student institute" for dance bands or orchestras. The elements to qualify for membership in professional organizations such as the National Orchestra Association.
b) Provide another medium of expression in recognition of "amateurs" in classical music that is a substitute to undergraduate dance bands of course, etc.

Some "social or Greek" organizations are already in operation at Montclair in organ and choral work.

5. Sub-Credit Piano

To date a student is admitted to the music major with a condition in secondary piano provided he has compensatory ability on his primary instrument. A condition in secondary piano, however, must be removed during the first year and at the student's expense.

The number of music majors admitted with a condition in secondary piano is increasing. From a total of 27 music majors admitted to Montclair in the Fall of 1960, only 12 have met the entrance requirements in secondary piano. This means that more than half the incoming Freshmen class will enter the music major under a severe handicap. In addition to making the difficult adjustment from high school to college, it will be necessary for them to "make up" work in secondary piano. This problem will become the more acute now that music majors go out to practice teach in the Spring of the Junior year, at which time they are required to have completed their work in secondary piano.

Possible Solutions

a) Alert music teachers and guidance counselors in New Jersey high schools as to entrance requirements in secondary piano.

b) Encourage students to begin secondary piano study in high school.

c) Summer study in secondary piano under competent teachers.

6. Re-Evaluation of College Entrance Requirements for Music Majors at Montclair

Every year talented music students come to Montclair seeking admission to the music major. They are accepted by the Music Department and then something happens! In the State examination which follows, they rate below the cutting score and are rejected; while on the other hand, students with only a modicum of musical talent succeed in passing above the cutting score, and become not too promising music majors. This happens with such regularity that a re-evaluation of college entrance requirements for music majors at Montclair seems to be in order. It is small consolation to be told that these "talented students" may likely flunk out of college anyway. In some cases these students have secured scholarships in other schools where they have distinguished themselves. Under our present system of entrance requirements at Montclair a truely talent music student is an accident!

Possible Solutions

a) A committee on entrance requirements for music majors, comprised of the Administration and the Music Faculty.

b) A new system of "weighting" the abilities of entering music

5. Non-Degree Level

Be there a student is enrolled in the same course with a condition in secondary school certificate in the mathematical subjects or the primary language. A condition in mathematics, science, English, may be further under the class year or if the student's repeats.

The number of basic subjects required depends a condition in secondary school is inevitably. This is total of 27 basic subjects required in subjects in the full of 1960, only 12 have had the minimum requirements in secondary school. Fifty-seven have been full the 1-coming freshmen class will enter the year with only one basic subject a great handicap. In addition to meeting the difficulty adjustment they also cannot in college. It will be necessary for them to take in "make up" work in secondary school. This problem will become the more acute the fact such subjects do not in primary level in the course of the college year, at this time they are required to have completed the work in secondary school.

Possible Solutions

a) Short term measures the problems encountered in the course brief measure so to minimize requirements in secondary school.

b) Increase emphasis in basic secondary school study in this area.

c) Change study in secondary school more consistent standards.

6. Re-Evaluation of College Entrance Requirements for Full Time Students at Montserrat

Every year between sixty students come to Montserrat seeking admission to the small island. They are assisted by the Education Department and then presented formally. In the first elementary which follows, they fare below the setting among not are relatively equal to the other land, students with only a minimum of basic subjects succeed in passing along the entrance exam, and follows are the problems arise before. This happens with some regularity that a re-evaluation of college entrance requirements for small islands at developing areas is in order. It is said: considering in to that that these "minimum standards" may likely alone not in college among. In some cases these students have lack of motivation in other schools where they have distinguished themselves. These our present crisis of entrance requirements at individual a small island made students in an attempt:

Possible Solutions

a) A condition in entrance requirements for basic secondary school or the laboratories and the basic study.

b) A new course of "motivation" the activities of matching those

majors, with credit given for work in applied music during secondary school.

c) Scholarships for students with outstanding ability in applied music particularly on string instruments, oboe, French horn, etc.

7. Teaching Mus. 100, Music Appreciation

During the school year 1959-60 an experiment was made in teaching Mus. 100. Music appreciation in large sections. At the request of Dr. Partridge, I taught a class of 104 Freshmen the Fall semester and 88 the second semester. Teaching conditions were favorable; a grand piano on the stage in the College High School, a good record player, hi fi recordings and a student operator.

While 104 students can listen to a musical composition as easily as 4, this is not the essence of teaching music appreciation. The essence lies rather, in the quality of student reaction to what he hears,-opportunity for class discussion and student-teacher contacts. This is impossible in so large a group. I had no way of knowing my students, except through certain objective tests which were of little value. My classes were interested and attentive, but very little"came back" from them. It is doubtful why my course made many changes in student's attitudes and listening habits.

Possible Solutions

a) Combination of single session - Auditorium Plan of Instruction. Limit the classes in Mus. 100, Music Appreciation to single sections of 35 students. Twice a month combine all sections in on Auditorium, - a live concert, - or lecture demonstration which culminates a mutually agreed upon unit of work previously pursued in all music classes.

b) Section students in Mus. 100, Music Appreciation, according to major subject; i.e. - a section of English majors, Social Study majors or Fine Arts majors. This will admit of possibilities for integration between music and the various subject matter fields and thereby make the course in Music Appreciation much more significant to the general student.

V. Recommendations

I wish to make the following recommendations pertaining to the Music Department.

1. Reallocation of Student Teaching

a) Junior Student Teaching - Grades 1 - 6, for 4 weeks, spring semester of the Junior year.

b) Senior Student Teaching - Grades 7-12 for 6 weeks, fall semester of the Senior Year.

2. A carefully selected and evaluated list of outstanding elementary and secondary schools in Northern New Jersey for possible music student-teacher placements; also a list of superior music teachers, both vocal and instrumental as possible critic teachers for our student-teachers.

3. Professionalization of required academic courses to meet the needs of music majors. (This may require special sectioning.) Examples:

   a) Phy. Ed. 100A - Physical Education Activities to include requirements for freshmen, Eurhythmics, 2 semesters. Elective for sophomores, 2 semesters elected from Folk Dance, American Square Dance, Modern Dance or Ball Room Dance.

   b) Ed. 100 - Mental Hygiene and Personal Adjustment to include work in Music Therapy. (Correlated with Over Brook Hospital, Cedar Grove.)

   c) Speech 100D - Fundamentals of Speech to include Choral Speaking.

   d) Science 100A - Survey of Physical science, to include acoustics, and Hi Fi equipment.

   e) Foundations of Language. Substitution of beginning French or German for voice Majors as desired.

4. <u>Additional Choral Groups</u>

   At present we have only one choral organization on the campus, the College Choir, comprised largely of Music majors and some general students. Our increased enrollment demands expansion in our choral program to include (a) Madrigal Singers, a highly selected group from the college choir; (b) a Male Chorus, and (c) a general chorus of mixed voices - non-selective.

5. <u>Award of Merit Scholarships</u> to be given Junior Music majors for outstanding achievement; these scholarships to enable junior students to attend summer music workshops in their field of special interests in other institutions. These award scholarships are already in operation (see I - D,E. above). Funds for such scholarships are already available in organ (Clarence O. S. Howe Memorial Organ Scholarship) and in choral music (Mark Andrews Scholarship.) Funds need to be raised for award acholarships in the areas of piano, string, wood and bass instruments.

[illegible]

4. A [illegible] [illegible] [illegible]

6. A Music Department News Letter to be published twice each semester; sent to school administrator, music supervisors and alumni to adquaint them with musical activities at Montclair.

Respectfully submitted

Edna McEachern
Head of Music Department

gm-10/17/60

MONTCLAIR STATE COLLEGE

PANZER SCHOOL OF PHYSICAL EDUCATION AND HYGIENE

REPORT TO THE PRESIDENT

ACADEMIC YEAR

1959-1960

Submitted by: Richard W. Tews

Richard W. Tews, Director

MONTCLAIR STATE COLLEGE
Panzer School of Physical Education and Hygiene
Report to the President
Academic Year
1959-1960

I. Faculty

Dr. Richard W. Tews, Professor
Dr. Hazel M. Wacker, Associate Professor
Dr. John G. Redl, Associate Professor
Dr. Alden [illegible]. Coder, Associate Professor
Dr. Gerald Edwards, Assistant Professor
Mr. Henry E. Schmidt, Associate Professor
Mr. William P. Dioguardi, Associate Professor
Mr. Jerome G. DeRosa, Associate Professor
Mr. Raymond M. Vagiello, Assistant Professor II
Mr. Thomas J. Rillo, Assistant Professor
Miss Shirley A. Martin, Assistant Professor II
Mrs. Rosabel Koss, Assistant Professor
Miss Pauline Foster, Assistant Professor
Mr. Bruce King, Assistant Professor II (Part-time)
Mrs. Betty K. Sommer, Assistant Professor
Mr. Gesa Gardag, Assistant Professor
Mr. Ken Walston, Part-time Assistant football coach
Mr. Jack Tighe, Part-time Assistant football coach
Mr. Howard White, Part-time Assistant football coach
Mr. Ken Wesca, Part-time Assistant football coach

The only change in the regular teaching faculty was the addition of Mr. Thomas Rillo. Mr. Rillo is a Panzer alumnus and holds a masters degree from Seton Hall University. His responsibilities included teaching service and major classes and serving as assistant during the last half of the season, as head soccer coach and as varsity wrestling coach.

II. Curriculum

After considerable deliberation and work, the physical education faculty developed a curriculum which was submitted to the Dean of the College and then presented to the curriculum committee. The plan shown on the following page was approved by the committee on February 24, 1960.

MONTCLAIR STATE COLLEGE
Upper Montclair, N.J.

Physical Education Major

Program of Courses for Men

Freshman Year

Fall Semester	S.H.	Spring Semester	S.H.
Soc.St.100A Dev.of World Civilization, I	3	Soc.St.100B Dev.of World Civilization, II	3
Mus.100 Music Appreciation	2	F.A.100 Intro.to the Visual Arts	3
Ed.100 Mental Hygiene & Personal Adj.	2	Speech 100B Fundamentals of Speech	3
Eng.100C Fundamentals of Writing	3	H.Ed.100 Healthful Living	2
Chem.105 Chemistry for Phys.Ed., I	3	Chem.106 Chemistry for Phys.Ed., II	3
P.E.M100C ATHLETIC GAMES & SPORTS, I	1	P.E.M100D ATHLETIC GAMES & SPORTS, II	1
P.E.M100E FUNDAMENTALS OF GYMNASTICS, I	1	P.E.M100F FUNDAMENTALS OF GYMNASTICS, II	1
P.E.100G FOLK, SQUARE & SOCIAL DANCE, I	1	P.E.100H FOLK, SQUARE & SOCIAL DANCE, II	1
P.E.102 GRADED GROUP GAMES	1		17
	17		

P.E.230 CAMPING AND OUTDOOR EDUCATION, I - 1

Sophomore Year

Soc.St.200A Contemporary American Life, I	3	Soc.St.200B Contemporary American Life, II	3
Ed.201 Human Development & Behavior, I	3	Ed.202 Human Development & Behavior, II	3
Sci.100C The Earth Sciences	2	P.E.204 KINESIOLOGY	2
BIOL.212 MAMMALIAN ANATOMY FOR PHYS.ED.	3	BIOL.214 PHYSIOLOGY FOR PHYS.ED.	3
P.E.M200C ATHLETIC GAMES & SPORTS, III	1	P.E.M200D ATHLETIC GAMES & SPORTS, IV	1
P.E.203A INDIVIDUAL & DUAL SPORTS, I	1	Electives	3
Electives	4		15
	17		

P.E.330 CAMPING AND OUTDOOR EDUCATION, II - 1

Junior Year

Ed.303 Teacher in School & Community	3	Ed.304X Principles & Methods of Tchg.	3
Math.300 Social Uses of Mathematics	2	Eng.100G Western World Literature	3
P.E.202 HISTORY & PRINCIPLES OF PHYS.ED.	3	Math.400 Educational Statistics	2
P.E.M309 COACHING AND OFFICIATING, I	1	P.E.M310 COACHING AND OFFICIATING, II	1
P.E.201 PHYSIOLOGY OF EXERCISE	2	*P.E.301 ADAPTED PHYSICAL EDUCATION	2
P.E.101 ACTIVITIES & METHODS FOR ELEMENTARY GRADES	3	P.E.203B INDIVIDUAL & DUAL SPORTS, II	1
	14	Elective - Humanities	2
		*Lang.300 Foundations of Language	2
			16

½ class takes this first semester and ½ class second semester.

Senior Year

Ed.401 Development of Educational Thought	3	Ed.403 Student Teaching	8
P.E.M203C INDIVIDUAL AND DUAL SPORTS, III	1	Ed.___ Education Elective	3
P.E.405 METH.& MATERIALS OF PHYS.ED. IN SECONDARY SCHOOLS	4	H.Ed.M101 FIRST AID	2
		Elective	2
P.E.409 ORG. & ADM. OF PHYS.ED.	2		15
H.Ed.401 METH.& MATERIALS IN HEALTH ED.	2		
Electives	3		
	15	Total: 128 semester-hours	

3/1/60 - F

III Part-time and Extension Offerings

Courses offered were for certification, graduate, and, in some instances, undergraduate credit. It is hoped that a graduate program in physical education will be developed in the near future.

Fall H.E. 411 School Health Services - Mr. Scheidt
H.E. 407 Prevention-Care of Athletic Injury - Dr. Cooper
H.E. 408 Driver Education

Spring H.E. 401 Methods and Materials in Teaching Health Education Dr. Redi
H.E. 408 Driver Education - Dr. Coder
H.E. 411 School Health Services - Dr. Tews
Ed. 440 Camping-Outdoor Education- Mr. Scheidt

Summer
Day Camp - A day camp for children aged 6-12 years opened with over thirty youngsters registered. The program ran for six weeks and was very successful. Observations were arranged for members of college classes.

P.E. 404 Test and Measurements in Physical Education Dr. Wacker
Ed. 540 Recreation and Activity Leadership - Dr. Wacker
H.E. 408 Driver Education (Pre and Post sessions) Dr. Coder
H.E. 411 School Health Services - Dr. Tews
H.E. 412 Alcohol Education Workshop - Dr. Tews - This program was arranged in conjunction with the State Department of Health. Twenty students participated and tuition scholarships were provided for 10 of the participants.

IV. Alumni Affairs

The Panzer Alumni have continued an active program and membership and are being helpful in many ways. There has been a series of meetings of Panzer and Montclair alumni representatives working to effect a merger of these two organizations. This is progressing nicely and should be completed during the coming year.

PANZER COLLEGE ALUMNI ASSOCIATION

CALENDAR 1959-1960

Alumni Council Meeting Alumni Lounge, Life Hall	Tuesday, September 15, 1959 8:00 P.M.
Dinner Meeting of Alumni Council Management Room, Life Hall	Thursday, October 1, 1959 7:00 P.M.
Basketball Clinic Panzer Gymnasium, Montclair State College	Thursday, October 22, 1959 7:00 P.M.
Children's Party Committee Meeting Betty Finley's Home 16 High Street, Glen Ridge, N.J.	Tuesday, November 3, 1959 8:00 P.M.
Alumni Council Meeting Alumni Lounge, Life Hall	Thursday, November 19, 1959 8:00 P.M.
Children's Party Committee Meeting Dr. Brown's Home, 120 Washington Street, Apt. 23, East Orange, N.J.	Sunday, December 7, 1959 8:00 P.M.
Alumni Children's Party Panzer Gymnasium, Montclair State College	Sunday, December 13, 1959 3:00 P.M.
Alumni Council Meeting Alumni Lounge, Life Hall	Wednesday, January 13, 1960 8:00 P.M.
Homecoming Committee Meeting Dr. Meeker's Home 8 Highland Avenue, Maplewood, N.J.	Monday, February 8, 1960 8:00 P.M.
Alumni Council Meeting Alumni Lounge, Life Hall	Monday, February 15, 1960 8:00 P.M.
Alumni-Senior Reception and Dinner Speakers on opportunities for placement Cafeteria, Life Hall	Tuesday, March 8, 1960 7:30 P.M.
Spring Demonstration Panzer Gymnasium	Friday and Saturday March 18 and 19, 1960
Alumni Council Meeting Alumni Lounge, Life Hall	Tuesday, March 22, 1960 8:00 P.M.
Homecoming Day: Reunion Luncheon and Program Honoring the Five-Year Classes, 1920-1925-1930-1935-1940-1945-1950-1955; The Silver Anniversary Class of 1936; First Anniversary Class of 1959 Alumni Honor Awards Montclair State College	Saturday, April 9, 1960 1:00 P.M.

Alumni Council Meeting
*Alumni Lounge, Life Hall

Wednesday, May 4, 1960
[illegible] P.M.

Alumni Council Meeting
Election of Alumni Trustee
*Alumni Lounge, Life Hall

Wednesday, May 25, 1960
8:00 P.M.

*Montclair State College Campus

V. Special Events

October 8 - Mr. Albert Peterson of the Premier Athletic supply company addressed a group of our students on the topic, "How to budget for and take care of equipment."

October 22- Basketball Coaching, Officiating, and Rules Interpretation clinic. The Panzer Alumni undertook this program, arranging for specialists (alumni and others) to present pertinent material for our students and for alumni guests. We hope this will be the first in a series of clinics and professional meetings in a variety of activities.

Nov. 12,13,14. N-J-A-H-P-E-R Convention

Dr. Wacker, Mr. Gaeder, and Mrs. Somers, along with some of our students were on various programs.

Nov. 19 - Tea to welcome the new freshman class sponsored by The Friends of Panzer in the Chapin Hall lounge.

Dec. 4 - A campus-wide square dance in the gymnasium was sponsored by the Physical Education Majors Club. A string band provided the music and calls and a good-sized crowd enjoyed the evening.

Jan. 12, 14- Dr. Lange scheduled meetings of cooperating teachers. Those who will be working with physical education students were well represented in number and a profitable discussion was held.

Jan. 18th - Screening of prospective freshmen for physical education.

Feb. 9th - Meeting of senior majors regarding student teaching.

Feb. 16th - The showing of an 80 minute documentary film entitled "Youth Holiday" was arranged cooperatively by the Panzer School, the assembly committee, and the S.U. Center. It was presented as an assembly program and showed a 1945 festival of gymnastics by "Iron Curtain" countries. The film drew a near capacity crowd.

Feb. 27th - Screening of prospective freshmen for physical education.

March 5th - Student teaching conference 9:00 A.M. -12

The physical education majors were invited to return to campus on March 5, 1960 for a conference relating to their student teaching experiences. Groups were formed for discussion and a series of questions provided for use as "discussion starters." The conference was held at Finley Hall from 9:00 A.M. until noon.

The areas which were discussed included:

Selection of activities
Lesson Planning
Health and Safety
Discipline
Ethics
Evaluation

Each discussion group conducted an evaluation of the conference. The results were gratifying and led us to believe that at least one such meeting should be scheduled each year.

March 5th -Screening of prospective freshmen for physical education.

March 6th -Senior Alumni Reception. The alumni planned this event, bringing to campus specialists in various areas in which physical education graduates might find employment.

March 16,17, 18,19 Demonstration rehearsals. Annual Spring Demonstration Annual Spring Physical Education Demonstration

On March 18 and 19 the Women School presented its annual Spring Demonstration of Physical Education activities. The students performed to an overflow crowd on both nights.

Activities included tumbling, heavy apparatus activities, modern dance, folk dance, and recreational games. The latter section of the program included various games and relays involving the use of gym scooters. A comedy routine on the trampoline received a warm reception by the audience.

March 25,26. Eastern Open Badminton Championships.

This event drew over 100 men and women badminton players from N.J. and other states. Some of the top ranking players in the country participated.

April 8th - Girls Sports Council. Approximately 50 high school girls came to campus with their teachers for a program dealing with the teaching of physical education. Members of our faculty spoke, some of our junior students presented a panel, and a tour of campus was provided.

April 9th - 9:15-12:30 Archery clinic
The Archery Club and some of the girls majoring in physical education under the direction of Mrs. Ross planned this clinic. Not really, known specialists presented material relating to selection of equipment, instruction, and programming in the secondary school.

9:00 -12:00 Student Teaching Seminar

1:00- 5:00 Panzer Alumni Homecoming. Life Hall. Very good attendance and program.

April 23 - College Dance Symposium
A very fine turn out of teachers and their students enjoyed a truly good presentation. Various groups presented dances and there was a master lesson by Mr. Bruce King of the Denver School faculty.

May 7th - On this date the Panzer School was host for the annual A.A.U. Junior Women's Gymnastic Championships. Six of the girls from Panzer school were among the twenty-two entries. The Montclair participants earned seven places in the five events.

May 8th - An excellent program of folk dance and singing was presented by the International Folk Festival Council. The various national groups were in costume and there were opportunities for the audience to participate in many of the dances.

May 11th - Several faculty members and students were on the program of one ofthe district physical education meetings of the N-J- A-L-P-E- R

May 12th - The Friends of Panzer were hosts at a tea honoring the seniors.

May 15 - The Physical Education faculty met at the home of Miss Pauline Foster for the purpose of evaluating each freshman and sophomore student. The advisors had the folder for each individual at hand so that grades, participation, and general attitudes and response could be discussed.

May 17 - Spring Convocation
The students of the Panzer School were privileged to have Dr. Jay B. Nash as the speaker for the Spring Convocation. Dr. Nash spoke on the topic "The Challenge to Physical Education" and his presentation was very well received.
The remainder of the program was devoted to the presentation of awards to physical education students. The awards and their recipients were as follows:
1. [illegible] Sinks Medal - George Jack

Panzer Alumni Award - George Jenkins
Mathias Mackey Medal- Joan Whitehead
Dr. A. R. Altomian Medal-George Davitt
Randall D. Warden Medal - Frank Petrinato
Phi Epsilon Kappa Medal - Diane Brown
Margaret C. Brown Medal - Betty Blair
Mary Panzer Medal - Vincent Tagliaferri
Tudor Jones Medal - Walter Gonczaks
Judge Esther Salaman Scholarship - Patricia Litterio
Theresa Farrell Award - Ann Wilson
N. Grace Educational Society Scholarship - Michael Moselli
Friends of Panzer Award - Jean Sadenwater
Phi Eta Sigma Scholarship - Barbara Pentiscello
Adelphes Club Scholarship - Loretta DeLido

Following the program the students who were honored and members of the faculty joined Dr. Nash for dinner at Life Hall.

May 18 - Senior Banquet

The traditional senior banquet was held at the Robin Hood Inn. Mr. George Kirn was master of ceremonies. The program consisted of reading various documents prepared by the seniors and vocal selections by various groups and individuals. Miss Betty Blair presented to the school the plaque for the class of 1959. The plaque was dedicated to Dr. Margaret C. Brown, President Emeritus of Panzer College and contained a likeness of Dr. Brown and the word, EDUCATION.

May 24 - Senior Panel Student Tea.

A meeting of all freshmen, sophomore, and junior physical education majors was held in the gymnasium at 4:30 for the purpose of having a panel of six seniors relate their experiences in student teaching and job seeking.

May 25 - M.A.C. Award Banquet

The Men's Athletic Commission held its annual award banquet at Four Towers Restaurant. The speaker was Mr. Kosusko of the Newark News.

VI Long Range Plans

During this year each department was asked to develop a set of plans for long range development. The following report was submitted for this purpose.

TRENDS:

Today there is a greater recognition of the value inherent in participation in sports and other outdoor activities than at any previous time. The activities are important for proper growth and development and for the wise and pleasurable use of leisure time and maintenance of an optimum fitness level. The concern for fitness (in its broadest sense) has brought about action never before seen in peace times. Physical Education, as a school subject, started because of a concern for peoples health. The needs are not less but greater in our present society.

In schools there has been a trend toward more and more coeducational activities in suitable sports and play activities. Families are, or at least should be, seeking ways of participating together. There has been a tremendous movement toward outdoor activities such as hunting, fishing, boating, water skiing, camping, hiking, and the like. Archery, which is done primarily out of doors, is said to be the fastest growing sport. The introduction of field archery and increased opportunities for hunting are likely causes for this change.

Expansion of varsity and intramural sports offerings and their consideration as being "curricular" rather than "extra-curricular" on both secondary and college levels indicates the values placed upon these activities by educators. The skills too, provide for immediate and future benefits.

Market analyses show that teenagers are forming a large part of the consumers of sporting goods. Many of the items which they are purchasing are being used without benefit of instruction in the physical education programs of our schools. This brings up not only the matter of safety but also the question of how well we are meeting the needs and interests of this and other groups.

There is also an important growth trend which should receive some attention by the physical educator. The youth of our country are considerably taller and heavier than they were several generations back. Records of students admitted to Yale University indicate that there has been an increase in height of 2.6 inches and an increase of weight of over 21 pounds. This increase in size carries with it implications for physical education in terms of the need for greater strength to handle this increase in size.

INTERPRETATION OF TRENDS:

Trends indicate the changes which can be seen, and in some cases, measured. There is an opportunity to project into the future for limited distances. However, looking back in the past, it becomes apparent that such projections have been restricted by lack of ability to see clearly into the future. The rapid growth in popularity of water skiing, for instance, has been brought about by a great desire to move to water; better, faster, more convenient transportation and improved and less expensive boats with greater power to enable people to ski. It would have been difficult to foresee the combination of changes which have brought about such popularity for this activity. Such a rapid rise in popularity and participation point up a need for physical education to keep abreast of current interests and activities and to be ready to adjust to change when a trend of importance is noted.

Virgil Haucher, President of the State University of Iowa, said in the Education Record:

"Education which prepares youth for life in a static society is no longer adequate. We must have ... or attempt to get ... a system of education which prepares youth to live in a restless, dynamic and rapidly changing society". Continued change in the future is almost assured. Physical education has the responsibility of helping each individual to be fit to develop skills in activities with sufficient appeal to assure their continued and regular use to the end that changes and new challenges of life will be adequately met.

SPECIFIC NEEDS:

1. Three additional athletic areas to be used for instructional, varsity and intramural programs.

Justification: The only area available on campus at this time is the one adjacent to the gym. It is used excessively, and there seems to be no possibility that there will ever be any reasonable grass cover with this kind of usage. The football field is used for a wide variety of physical education activities not particularly suited to such an area, for similar activities in intramurals, and for all varsity football practice and games.

The area which contains the baseball diamond is used by the varsity baseball program and the right field area and beyond is used for class and W.A.A. activities. The present area is most inadequate in size and suitability for the many activities for which it is used. In terms of evidence of planning of the area, its appearance, and its crowded condition, we are setting a poor example for the general public, our future coaches and physical education teachers, and other teachers who participate in this program as well.

Conditions for all varsity sports are crowded. Soccer is practiced and played off campus. There is literally no room for an outdoor intramural program for men. The program for women has to go off campus or work in crowded, sometimes dangerous conditions.

These conditions are not conducive to attracting participants and spectators, to good coaching, nor are they good public relations for the college.

Participation in physical education and varsity sports is recognized as valuable for individuals in all kinds of pursuits. The known trend is for more offerings and more facilities. At Montclair State College there are far fewer outdoor facilities today with a major offering in physical education (236 students) and an enrollment of 2100 than at the time when there was a minor program and an enrollment of 1200 to 1400. This is entirely inconsistent with the trends across the country.

2. Field House with locker, shower and storage facilities, greater seating capacity than presently available, indoor track and a portable basketball court.

This probably can best be justified on the basis of need for a more varied, complete and continuous instructional and sports program. Prolonged periods of inclement weather sometimes cut short the time available for classes in outdoor activities. Varsity practice has to move into a gymnasium for a very restricted kind of workout. Possibilities of an indoor dirt track would permit continuance, in a much safer way, of a program that has already brought much credit to Montclair State College. At present, indoor track is conducted around the perimeter of the gym while basketball practice is going on. Certainly for a college that has the potential and prestige that Montclair State College has, it would be imperative to have such a facility in the planning for an expanding campus and student body. Such a facility would also enable the college to present outstanding events for students, faculty, and towns people, which can best and sometimes only be done when large crowds can be accomodated. It would also enable the college to host large tournaments, clinics, etc. as a community and education service as well as a bonus for the major students in physical education.

Swimming Pool:

Justification -- This facility would be an important asset to the college campus for many reasons:

(1) It would provide an opportunity for teaching aquatic skills in our service program to better prepare all of our students for safe participation in their leisure time and to develop in addition, an appreciation for this activity as a means of recreation. It is also essential for the training of majors in physical education since these persons not only may have need for these skills in their teaching but also are very frequently the ones who provide leadership in Y.M.C.A.'s, Boys Clubs, Camps and other places where the general public is moving in ever greater numbers for aquatic recreation. One other value which has been identified on other campuses is for recreational swimming during the school year and also during the summer school. This would more than likely prove an attraction to encourage people to attend our summer sessions. The National Conference on Under-Graduate Professional Preparation in Health, Physical Education and Recreation lists a swimming pool as a basic need for a school where a physical education major is offered.

RIFLE RANGE:

With increasing interest in the use of sporting arms and the possibility of providing a broader offering in our service and major programs, this is a facility that we would hope to see sometime in the future. The Sporting Arms and Ammunition Mfgrs. Institute along with the Allied Fishing Tackle Manufacturers Institute have provided funds for the American Association for Health, Physical Education and Recreation for a project known as the Outdoor ~~Appreciation~~ Education project. The program of the outdoor education project is concerned primarily with the development of leadership in outdoor education in its broadest sense. Hunting safety is one of their major concerns and we feel that the school has a responsibility for providing training which will enable people to participate more safely.

OFFICES:

There are many opportunities in physical education to provide counseling. In our present situation there are two offices with 5 faculty members in each. Over and above the opportunities which present themselves in connection with the teaching of Health and Physical Education to all students of the college we are expected to counsel with regularly assigned members of our own major group. This becomes an almost impossible task with as many as 5 people in one single office. In addition the bulk of the help which is provided for faculty members is through the work-scholarship program. This means that the office contains not only the 5 faculty members and students who might come in for counseling and other purposes, but also a large number of work scholarship students since there is no other place where they can work.

In addition, the office of the director of the Junior School is in another building (girls' dormitory). This is less than a desirable situation because of lack of contact with faculty students and instructional programs.

Audio-Visual Material:

It would be most desirable to have a room which could be utilized for the purpose of showing films, film strips, loop films, etc. This would enable an instructor to use part of a double period for films and to use the remainder of the period in relating activities in the gym. Such a room also would be most helpful for our various sports programs in that they would have a suitable and comfortable place to view films of games and also instructional films. At the present time the varsity dressing room is being used by the football team for viewing the films of home games and other films that are acquired from time to time of scheduled opponents.

Once such a place is provided it would be imperative that a comprehensive library of suitable materials be provided. Many of these would serve as part of our instructional program for our major students and in the service program but would also be used very extensively in the laboratory situation where students would learn to use the equipment to view films which are not shown in class and to learn in a general way about materials which are available in the many activities related to health and physical education.

Lounge and Library:

Prior to the establishment of a major program on this campus, the need for such a facility was not great. At this time, however, with approximately 250 students majors in physical education, there are many times when a student has an activity class followed by a free period and then another activity class. In the interest of proper attire on campus we have asked them not to leave the building dressed in gymnasium wear. Also in cold and inclement weather it is not always desirable to leave the building. On all of these occasions there is no place for the student to go other than the lobby where there is no place to be seated, or in the gym where classes are being conducted. Loitering of this kind is not conducive to the good administration of a program such as the one we operate. The library which would be an integral part of such a lounge should be arranged in such a way so that it could be opened or closed and not influence at all the use of the lounge. This would not detract from or interfere with the college library facilities but would be a supplement to it. There is indication that if such a facility is provided that many fine and valuable books will be provided for use by our students. Supervision for a library of this kind could properly be provided through our Physical Education Club with assistance from other interested groups.

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Classroom and Laboratory Space:

A number of the newer facilities which are being built for physical education contain classrooms which can be used for the various theory courses in both Health and Physical Education. This would lighten the load of other class rooms on campus and eliminate the necessity of students driving considerable distance going to and from classes. Also, a need has been identified for one or more teaching stations where specialized types of training can best be provided. This would mean a room or rooms with adequate storage facilities and equipment for courses such as Tests and Measurements, Physiology of Exercise, Driver Education and Health Courses. In the latter category a place where health materials can be properly catalogued and stored and then used in a library kind of situation would be most helpful.

Additional Time for Physical Education Service Program:

With the great need for developing proper skills and attitudes necessary to assure ourselves that people will participate in sports activities after leaving the college, it would be appropriate to increase the amount of time allotted to physical education in the college curriculum. If we are moving toward a 6-day week in our schedule, the possibility of having classes meet three times a week would be greater. If after serious consideration this plan is feasible, an alternate solution might be to have two periods per week of ~~xxxxxxxx~~ hours duration. This would provide the same effect but would not be as desirable in terms of number of contacts with the students.

VII VARSITY ATHLETICS

FOOTBALL

Head Coach - Raymond Yagiello
Assistant coach - Kenneth Miscia
Assistant coach - Kenneth Ralston
Assistant coach - Jack Tighe
Assistant coach - Howard White

On August 18, 1959, thirty-four candidates reported for pre-season drills. Four practice sessions were held on Tuesday and Thursday evenings before September 1. By the opening of school sessions, sixty candidates tried out for the squad, fifty-four of which remained on the squad for the season.

On September 12, a pre-season scrimmage with Dysala College was held with Montclair State winning. This victory was marred by loss for the season of tackle Pete Mortimer, with a fractured leg and ankle. Tackle injuries throughout the season, plus the lack of experienced players, resulted in a record of two wins and six losses.

MSC	1959 Record	OPP
12	C. W. Post	13
10	National Aggies	7
7	Cheyney	12
14	New Britain	12
7	Trenton	33
12	Gallaudet	14
3	Kutztown	6
0	E. Stroudsburg	47

BASKETBALL

Head Coach - Henry Schmidt
Junior Varsity Coach-Gerald Edwards
Student Assistant - Harry Davis

Basketball practice started in the early part of October with about 50 men reporting. Three weeks later the squad was cut to 14 men for varsity and 17 for Junior Varsity. A number of practices scrimmages were held with teams and colleges not included in our schedule. The season officially opened on November 25, 1959 with Newark State College. The schedule consisted of 25 games. In addition to the regular schedule we participated in two tournaments, NAIA District #31 Championship Tournament and NAIA District #31 Christmas Tournament. Results for the season showed Montclair winning 18 games and losing 10. Montclair scored 2,018 points for an average of 72.07 points per game while the opponents scored 1,946 points for an average of 69.02 points per game.

Highlights of the season were winning the New Jersey State College Athletic Conference title and being runner up for the NAIA District #31 Championship. The conference record was eight wins and two losses.

The results for the season follow:

Montclair State	Nov. 25	76	*Newark State College	53
	Dec. 1	74	Paterson Seton Hall	71
	Dec. 4	71	*Jersey City State College	55
	Dec. 5	60	East Stroudsburg STC	70
	Dec. 9	80	Newark Rutgers	68
	Dec. 12	75	*Trenton State College	69
	Dec. 15	72	*Paterson State College	63
	Dec. 15	65	Fairleigh Dickinson U.	76
	Jan. 8	77	Cheyney SNC	101
	Jan. 9	50	Howard University	62
	Jan. 12	60	Rider College	48
	Jan. 15	58	*Jersey City State College	51
	Jan. 16	83	Newark College of Engineering	73
	Jan. 29	[illegible]	*Glassboro State College	59
	Feb. 3	58	Queens College	71
	Feb. 5	90	*Trenton State College	79
	Feb. 9	76	*Newark State College	54
	Feb.12	100	Bloomfield College	71

	Feb. 13	85	Upsala College	92
	Feb. 16	64	Cheyney STC	51
	Feb. 19	71	Monmouth College	64
	Feb. 20	82	Queens College	73
	Feb. 22	65	*Paterson State College	84
* Denote:	Feb. 27	68	*Glassboro State College	75
College	Mar. 1	79	Bloomfield College	82
Conference				

NAIA DISTRICT #31 CHRISTMAS TOURNAMENT

	Dec. 28	70	Glassboro State College	74

NAIA DISTRICT #31 CHAMPIONSHIPS

	Mar. 4	65	Pratt Institute	63
	Mar. 5	59	Maryland State	64

CONFERENCE GROUND	REGULAR SEASON	TOURNAMENT	SEASON
Won 8	Won 17	Won 1	Won 18
Lost 2	Lost 8	Lost 2	Lost 10

1st. Place in New Jersey State College Conference

BASEBALL

Head Coach --- Mr. William Dispardi
Co-Capts. --- Jack Dickwell Sr.
Frank Pettinato, Jr.
Publicity ---- Fred Belcikoff

1960 Varsity Baseball Record 16 - 5

1-0	Montclair SC	2	St. Peters	0	Golembeski	1-0
2-0		7	Bloomfield	0	Ciesla	1-0
3-0		11	Queens College	7	Boyle	1-0
4-0		16	N.C.T.	2	Golembeski	2-0
5-0		3	Seton Hall	1	Golembeski	3-0
6-0		3	*Newark State	1	Piscatore	1-0
7-0		10	*Paterson State	8	Golembeski	4-0
8-0		5	Upsala College	3	Muccia	1-0
8-1		0	*Glassboro State	4	Golembeski	4-1
8-2		6	*Glassboro State	7	Piscatore	1-1
9-2		2	*Jersey City	1	Muccia	2-0
10-2		4	*Jersey City	3	Boyle	2-0
11-2		10	Newark Rutgers	4	Ciesla	2-0
11-3		4	Fairleigh Dickinson	8	Muccia	2-1
12-3		11	*Trenton State	7	Piscatore	2-1
13-3		8	*Paterson State	1	Boyle	3-0
14-3		8	Pratt Institute	7	Boyle	4-0
15-3		10	Pratt Institute	2	Piscatore	3-1
16-3		13	*Newark State	1	Muccia	3-1
16-4		0	Upsala College	2	Boyle	4-1
16-5		7	*Trenton State	11	Boyle	4-2

Season Record

Won	16
Lost	5
Pct.	.762

*Conference Record

Won	7
Lost	3
Pct.	.700

JUNIOR VARSITY BASEBALL

Head Coach — Paul Karlik

Assistant Coach — Bruce Montgomery

Manager — Peter Lowe

Publicity — Robert Severi

Won 6

Lost 2

Tied 1

SOCCER

Head Coach---Thomas Rollo

The 1959 Soccer season opened with a late training period during the last week of September, with twenty six men reporting. All of the men were given physicals through the medical department. The schedule consisted of fourteen games, eleven of which were played and three were cancelled due to rain.

Montclair's 1959 Soccer Season was not a very successful one. Montclair won one game, lost nine, and tied one. There was also a change of coaches right after the Paterson State game, October 20, 1959.

The following is the 1959, Varsity Soccer Schedule:

	Date	Opponents	Score	Outcome for Montclair
October:	3	St. Peters College	0-1	lost
	7	E. Stroudsberg SCC	0-5	lost
	9	Seton Hall Univ.	1-2	lost
	14	Trenton State	0-5	lost
	17	Glassboro State	1-2	lost
	20	Paterson State	2-2	Tie
	24	Bloomfield College		Cancelled
	27	Jersey City	4-1	Won
	29	Westchester SCC	0-2	lost
	31	Newark College of Eng.		Cancelled
November	3	Orange County Community College	1-2	lost

	Opponents	Score	Outcome
November 7	Albany S.T.C.	1-2	Lost
10	Seton Hall Univ.	1-2	lost
14	Fairleigh Dickinson	----	Cancelled

Awards were presented at the Athletic Banquet held at the Four Towers, Cedar Grove, New Jersey. Al Hector and Bob Goodstein were elected Co-captains for 1960.

WRESTLING

Head Coach --- Thomas Rillo

The 1959-60 wrestling season opened with an early training period beginning on November 18, 1959, with forty men reporting to the first practice. Physicals for every man on the squad were arranged through the medical services of the college.

Al Hector and Mike Sorrentino were elected co-captains of the varsity team.

The early practices were hindered by lack of proper mats for adequate wrestling. However, this was improved on the arrival of 6xxxx 30' mats giving an area of 30' by 30' which is the standard dimension of a wrestling mat. A mat cover had to be purchased for the mats since the practice mat cover was coming apart and had to be repaired.

Montclair's first wrestling team in 15 years was a most successful one. The team won 6 meets and lost three. Montclair also placed third in the Metropolitan Intercollegiate Wrestling Tournament. This was quite an accomplishment considering that such schools as N.Y.U., C.C.N.Y., Hofstra, Kings Point, C. W. Post, Fairleigh Dickinson, and Brooklyn Poly were represented. Kings Point won the tournament, with C. W. Post College second and Montclair State third. Montclair missed second place by several points.

The three losses were against very strong teams, namely, East Stroudsburg State, Westchester State, and Rutgers University B. team.

Two Montclair wrestlers won their matches in the tournament. Mike Sorrentino was declared 157 lb. champion and Bob Mazurek was declared 130 lb. champion. Charles Welch lost in the finals to a referee's decision. This was a hard fought contest and it was generally felt by all coaches that he was the apparent winner.

The Junior Varsity team competed in four matches winning one and losing three. More matches are going to be scheduled for the Junior Varsity team.

THE 1959-1960 WRESTLING SEASON RECORD

	M.S.C.	OPP.
Montclair State vs. East Stroudsburg State	11	13
Montclair State vs. Brooklyn Poly	35	5
Montclair State vs. Westchester State	8	26
Montclair State vs. Fairleigh Dickinson Univ.	26	8
Montclair State vs. Rutgers B Team	12	14
Montclair State vs. Newark Rutgers	38	0
Montclair State vs. C. W. Post College	16	14
Montclair State vs. Albany State	27	5
Montclair State vs. Yeshive University	30	0

Overall Record Won: Six, Lost: Three

Metropolitan Intercollegiate Tournament Placed 3rd.

Letter awards were presented to the following varsity wrestlers: Bob Mazerek, John Zappulla, Vincient Tagliaferri, Ike Trebla, Gary Lausch, Charles Welch, Thomas Thompson, Joseph Semas, Ronald Chertin, and Barrie Weaver.

Junior Varsity certificates were awarded to the following: Jerry Fleischer, William Tommy, Peter Loos, Mike Bartley, Baldwin Gavin, and Joe Bogdan.

Consideration should be given to the acquisition of additional uniforms for the varsity so that the existing varsity uniforms could be used by the junior varsity. The junior varsity had to wrestle in their practice equipment which was not neat or adequate. Consideration should also be given to a wrestling clock and a small budget for expenses for running the Metropolitan Wrestling Tournament which will be held at Montclair on March 4th, 1961.

GYMNASTICS

Head Coach - Geza Gardag

This year was the first year that the Gymnastic Team of Montclair State College participated in competitions with other colleges. The team met twice with New Haven State Teachers College and was victorious in both competitions.

Other activities of the team included exhibitions during the half of the basketball games, exhibitions at different High Schools throughout the state and participation in the Spring Demonstration.

It ishoped that next season will allow for more competition and that there will be members on the team from different departments. This year's team consisted of 10 members.

TENNIS

Head Coach - Geza Gardag

During the Tennis season, twelve matches were scheduled with other schools. Inclement weather caused three of these matches to be cancelled. Out of the remaining nine matches, Montclair won six and lost three. After starting the season with four straight victories, one of the players hurt his arm and could not play for the rest of the season. The team consisted of nine members and Bob Leonard and Dave Rice were co-captains.

Although we were playing under two disadvantages, not owning our own tennis courts and the fact that the weather interfered with three games, the tennis team of Montclair State College had a very successful season. Though the team will lose 4 seniors, it is hoped that the 1960-61 season will be as good as this year.

GOLF

Head Coach - Jerome DeRosa

The varsity golf team had a season record of 9 wins 4 loses. One of its scheduled games was played on the beautiful Baltusrol Country Club Course. The schedule was as follows:

W	Bloomfield College	April 5	Essex Country West
L	St. Peters-Jersey City	April 11	Shackamaxin Country Club
W	Rutgers - Newark	April 18	Greenbrook Country Club

W	Bloomfield College	April 21	Braidburn Country Club
W	Stroudsburg	April 26	Glenbrook Country Club
L	Rider College	April 28	Essex Country Club
W	Stevens College	May 4	Riverdale Country Club
W	Union College	May 5	Essex Country West
W	Rutgers	May 6	Essex West
L	Glassboro	May 9	Essex West
L	East Stroudsburg	May 10	Essex West
	Metropolitan Intercoll.	May 11	Essex West
W	St. Peters	May 12	Essex West
W	Union College	May 16	Baltusrol Country Club
	NAIA District 31 Championship	May 20	Essex West

CROSS COUNTRY

Head Coach - Gerald Edwards

= Montclair State College's cross country team recorded victories over Upsala, Paterson, New Paltz, Hunter, Adelphi and City College of New York, Central Connecticut State and Seton Hall defeated the Indians, and Montclair State and Cheyney tied in the remaining contest.

The team participated in three championship contests. In the home-sponsored Montclair Invitation meet, the harriers placed second, won the NAIA District 31 Championships, and placed fourth in the Collegiate Tract Conference Championships.

During the season James Sokoloski set a new Montclair course record and four Montclair representatives improved the New Paltz course record.

TRACK AND FIELD

Head Coach - Gerald Edwards

After losing the opening contest with West Chester, Montclair's track and field team garnered four victories in dual and triangular meet competition. Victories were posted against East Stroudsburg, C.W. Post and Jersey City, Seton Hall and Trenton State.

The Spring season, which witnessed an onslaught on the college records, was dotted with several outstanding accomplishments. At the Quantico Relays Montclair State won second place medals in the Division II mile relay; scored for third place in the open 880 relay; set new school records in each of these events and in the 440 relay and 100 meter dash. These records were to be repeatedly broken during the season.

At the Queens-Iona Relays the team won the CCC Mile Relay; placed third in the 880 relay and fourth in the 440 relay. At the Penn Relays, the Indians placed third in the second section of the mile-relay, and also placed in the College Final 880 relay.

Montclair State sent representative to two championships: the National Association of Intercollegiate Athletics Track and Field Championships, and the National AAU Men's Outdoor Track and Field Championships. The NAIA meet, held in Sioux Falls, South Dakota, became a focal point for two new college records in the mile relay and 440 meter dash. Both the relay team and Wes Rehberg placed fourth in these events. Rehberg was also sent to compete in the Olympic prerequisite, the National AAU Championships at Bakersfield, California.

Of the twelve new records listed in the college annuals, four were set by Montclair relay teams consisting of Bruce Morgan, William Hampton, James Weigand, Rehberg, Roger Winston and Paul Simpson; five were broken by Rehberg; the remaining two were reset by George Jenkins and Ronald Kulick.

The following records were registered:

Relay team: Mile - 3:17.3; 440 relay - 42.7; 880 relay - 1:27.4; 4/5 mile relay - 2:33.6.

Jenkins: Pole vault - 12' 3"; Kulick: Two mile walk - 16:13.0;

Rehberg: 100 meter dash - 10.7; 220 & 200 meter dash - 21.0; 400 meter dash - 47.8; 880 yard run - 1:56.1

INDOOR TRACK

Head Coach - John Redd

The varsity indoor track team competed during the 1959-60 season as a member of the College Track Conference composed of small colleges in the metropolitan area of New York and New Jersey.

In competition in championship meets Montclair tied for first place in the College Track Conference Relay Meet held in February at Queens College. In the track championship meet, Montclair finished third. This meet was sponsored by the C.T.C. at Queens College early in March 1960.

Other meets in which Montclair participated were as follows:

December Development meets in New York.
Washington News Relays and Indoor Meet
Knights of Columbus Relays and Indoor Meet
New York Athletic Club Indoor Meet
LCAA (Open Events) Indoor Meet
Philadelphia Inquirer Indoor Meet.

BOWLING TEAM

HEAD COACH - Dr. John Redd

The varsity bowling team participated in the Eastern Intercollegiate Bowling Conference consisting of the following colleges.

Fairleigh Dickinson
Jersey City State
Newark State
Newark Rutgers
Newark College of Engineering
Paterson State College
St. Peters
Stevens Institute
Seton Hall
Upsala
University of Pennsylvania
Montclair State

The team finished 10th, with a win-loss record 45-55. Ronald Link served as team captain and president of the league during the 1959-60 season.

A State College Tournament was sponsored by Newark State College in April 1960. The tournament was won by Newark with Montclair finishing in third place.

All matches were held on Sundays, from 2:00 - 4:30 p.m. at the Parkway Lanes in East Paterson.

VIII MEN'S INTRAMURALS

Director - Jerome De Rosa

Organization: The basketball intramural program has been very successful for the past two seasons 1958-59 and 1959-60. A very large turn-out made it possible to schedule twelve teams with approximately ten man on a team. The league was operated by work scholarship students under the supervision of Mr. Jerome DeRosa.

Objectives: The aim of the Intramural Program is to provide an opportunity for each physically able man at Montclair State College to participate in competitive sports. For the past two years we have concentrated on basketball since it is the most popular sport during the winter season. We believe such a competitive program will provide:

(1) an opportunity to maintain better health though exercise.

(2) An oportunity to make social contacts and friendships which could not readily be developed in the classrooms.

(3) An opportunity to learn the important values developed through team spirit and cooperation and the sense of belonging to a group.

(4) An opportunity to develop a sportsmanship of the highest order.

(5) An opportunity for every individual, regardless of his ability, to realize the joy and fun of participation in his favorite sport against good competition.

Scheduling: Working from schedules in the past we have developed a master schedule where all teams are given the chance to play 1st, 2nd, and 3rd games on alternating weeks. Two games were played three times a night. The number of teams have increased from six in 1956 to ten in 1957 to twelve in 1959-60.

Officials: Officials were supplied by the officials club and a report was turned in to Mr. Dio Guardi by Mr. DeRosa as to the appearance, ability and attitude of the officials from his club. It was necessary in the 1959-60 season to hire students to time and score the games.

BASKETBALL INTRAMURALS

The basketball intramural schedule began in December and continued every Wednesday night until March. Each of the twelve teams played each other. All games were played and seldom were there any players missing from any team. For two years the RAMS headed in 1958-59 by Leon Zimmerman and in 1959-60 by Edward Beachan, was the victorious team.

Running records of every game were posted each week on four different bulletin boards in different buildings on campus. Catherine Guardieri was Secretary for the intramural program and typed and posted the schedule and team standings periodically. The posting of the results the morning after each game night proved to be inspiring to both the players and the eager spectators. Together with the standings, a list of the fifteen top scorers in the league was published.

New Plans

A new plan for intramurals has been devised for the 1960-61 season. Instead of having such a large basketball program, different individual, dual and team sports will be instructed and played. Among these will be Volleyball, Wrestling, Golf, Badminton, and many others.

IX WOMEN'S RECREATION ASSOCIATION

Advisor - Hazel Wacker

Activities offered:	Number participated (consistently)
Volleyball	20
Field Hockey	21
Basketball	64
Bowling	32
Badminton	15
Softball	17
Cheerleading	18

Special Activities

1. Volleyball Playday (1)
2. Field Hockey Games (3)
3. Basketball Playdays (3)
4. Basketball Games (7)
5. Softball Games (2)
6. Dorm Playdays (3)
7. Inter-College Playdays (3)
8. Inter-College Conferences (2)
9. Awards Tea (1)

In addition, the constitution was revised, the name changed from Women's Athletic Association to Women's Recreation Association and adopted and approved by the SGA in September, 1960

MONTCLAIR STATE COLLEGE

DEPARTMENT OF SOCIAL STUDIES

Report to the President
Academic Year
1959 - 1960

The enrollment in the Social Studies Department for the year closing in 1960 was as follows:

Table No. 1 - Majors

Freshmen	104
Sophomores	100
Juniors	78
Seniors	69
Total	351

Minors

With the curriculum revision the situation regarding minors in the Social Studies Department has undergone revision. Students no longer indicate definitely their intention to complete full minors in either History or Political Science and Economics. Groups of students at the sophomore, junior and senior levels are either minoring or completing a nine point concentration in these areas. It is estimated that at each class level there are 30 students working in history and 10 students working in political science and economics from outside the Social Studies Department.

Table No. 2 - Graduate Program

Number of Students Matriculated	90
Number enrolled, Fall - 1959	134
Number enrolled, Spring - 1960	187

This report covers the year's activities and future needs of the Social Studies Department.

One new member, Mrs. Mary Cowan joined our staff with a full-time schedule.

A department meeting was held each month. Additional meetings were called to consider problems and evaluate courses. A study was made of the existing social studies program with the hope of improvement wherever possible.

Considerable time was spent in the preparation for the Twelfth Annual Conference of New Jersey Teachers of Government and Related Subjects held on March 5, 1960. Furthermore, additional time and effort were given to the plans for the Second Annual Social Studies Conference, "Contemporary Impacts on The Social Studies," held on March 25, 1960.

Social gatherings were held for the Sophomore, Junior, and Senior classes during the year. Rohwec fraternity activities were both social and educational for the students.

Some of the major needs of the department have been expressed in the previous reports. These needs are the result of our continued growth in staff and student body.

I Office Space and Facilities

Additional office space - it is expected that space will be forthcoming with the new building facilities.

II Some part-time secretarial assistance is greatly needed

III Additional Staff

With the expanding undergraduate and graduate programs, our staff needs to be increased.

Conclusion: These requests are made in the hope of improving instruction and service to the students.

Respectfully Submitted,

Maurice P. Moffatt

This report covers the Unit's activities for August 1970 of the Social Welfare Department.

The new manager, Mrs. Mary Jones, joined our staff also a fortnight ago.

A department meeting was held once monthly. Additional meetings were called to consider problems and evaluate activities. A staff day was held at the existing social studies unit and a lecture of improvement followed.

Considerable time was spent in the preparation for the Twelfth Annual Conference of the Social Welfare Department and Related Units on March 5, 1970. Furthermore, additional time was either spent or given to the plans for the Second Annual Social Studies Conference, "Contemporary Issues on The Social Sciences," held on March 20, 1970.

Social activities were held for the department. Staff and family dinners during the year. Income Maintenance activities were revised and coordinated for the students.

Some of the major needs of the department are now recognized in the previous reports. Some needs are the result of new activities (see in staff and student need).

I Office Space and Facilities

Additional office space - it is imperative that space be allocated for functioning with the existing facilities.

II Some part-time secretarial assistance is really needed

III Additional Staff

With the expanding responsibilities and demands of programs, one staff member is insufficient.

Conclusion: These requests are made in the hope of improved facilities and service to the students.

Respectfully Submitted,

MONTCLAIR STATE COLLEGE

DEPARTMENT OF SPEECH

Report to the President
Academic Year
1959 - 1960

THE DEVELOPMENTS AND TRENDS

During the year 1959-1960 the Speech Department continued to develop and expand its program and became increasingly important in its contributions to the college and community.

STAFF OF THE DEPARTMENT OF SPEECH

Harold M. Scholl, Ed.D	Professor of Speech, Acting Chairman
William Ballare, M.A.	Associate Professor
L. Howard Fox, Ph.D.	Associate Professor, on leave September-January; degree granted May, 1960
Ellen Kauffman, M.A.	Associate Professor
Clyde McElroy, Ed.D.	Assistant Professor
Michael Marge, Ed.D.	Assistant Professor
Richard Beirne, M.A.	Assistant Professor II
Eva Hubschman, M.A.	Assistant Professor II
Margaret Leitner, M.A.	Assistant Professor II
Karl Moll, M.A.	Assistant Professor II

TEACHING AND NON-TEACHING ASSIGNMENTS

Winter 1959 - 60

College	Course	Sections	Students
Speech 100D - 3 S.H.	Fundamentals of Speech	17	373
" 103 - 3 S.H.	Voice & Speech Improvement	2	35
" 105A - 2 S.H.	Introduction to Dramatic Prod.A	1	16
" 105B - 2 S.H.	Introduction to Dramatic Prod.B	1	20
" 106 - 2 S.H.	Intro. to Oral Interpretation	2	39
" 204 - 2 S.H.	Intro. to Public Speaking	1	19
" 208 - 3 S.H.	Anatomy & Physio. of Vocal & Auditory Mechanisms	1	31
" 410 - 2 S.H.	Speech Pathology	1	21
" 417 - 3 S.H.	Methods in the Teaching of Speech	1	25
" 435 - 2 S.H.	Stagecraft	1	25
" 456 - 2 S.H.	Play Direction	1	12
" 461A - 2 S.H.	Applied Speech Correction	1	18
" 468 - 3 S.H.	Measurement of Hearing	1	11
" 469 - 2 S.H.	Auditory Rehabilitation	1	16
	Speech Improvement Labs	14	140
	Speech Diagnostic Interviews		80

[illegible]

[illegible]

[illegible]

Speech Department Report to the President

High School	Course	Sections	Students
English 8	Fundamentals of Speech	1	30
English 10	Oral Interpretation	1	30

Graduate Courses

Speech A468	Measurement of Hearing	1	15
Speech A550	Advanced Study of Voice Production	1	15

Service Activities

6 S. H. - Supervision of Auditorium Facilities
6 S. H. - College Dramatics Program
3 S. H. - Administration of Department

Spring 1960

College	Course	Sections	Students
Speech 100D - 3 S.H.	Fundamentals of Speech	17	351
" 104 - 2 S.H.	Intro. to Phonetics	2	46
" 105A - 2 S.H.	Intro. to Drama. Prod. A	1	22
" 105B - 2 S.H.	Intro. to Drama. Prod. B	1	21
" 106 - 2 S.H.	Intro. to Oral Interpretation	2	23
" 204 - 2 S.H.	Intro. to Public Speaking	2	38
" 209 - 2 S.H.	Speech Correction	2	37
" 412 - 3 S.H.	Speech Diagnosis	1	10
" 448 - 2 S.H.	Choral Speaking	1	8
" 457 - 2 S.H.	Direct. the Assembly Program	1	11
" 461B - 2 S.H.	Applied Speech Correction II	1	10
" 462 - 3 S.H.	Group Discussion	1	18
" 464 - 2 S.H.	Psych. of Oral Communication	1	9
	Speech Improvement Labs.	14	152
	Speech Diagnostic Interviews		80

High School

English 9	Public Speaking	1	30

Graduate Courses

Speech A565 - 2 S.H.	Advanced Oral Interpretation	1	13
" A412 - 3 S.H.	Speech Diagnosis	1	4
" A564 - 2 S.H.	History of the Theater	1	10

[illegible] Conference Report on the Conference

Item Number	Title	Section	Page
Section 9	Implementation of Treaty	9	[illegible]
Section 10	Not Incorporated	9	[illegible]

Technical Changes

Section	Title		
Section 3(d)	Implementation of Treaty		[illegible]
Section 3(f)	Consumer Price or Price Preferences	1	[illegible]

Section Interpretation

[illegible] — Implementation of Conference Agreement
[illegible] — Section Numbering Changes
[illegible] — Redesignation of Paragraphs

Section 3(d)(2)

Section	Subject	Section	Page
Section 3(d)(2) — [illegible]	Implementation of Treaty	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Intent to Conclude	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Intent to Conclude Treaty	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Intent to Conclude Treaty	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Intent to Conclude Treaty	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Intent to Conclude Treaty	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Intent to Conclude Treaty	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Treaty Termination	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Treaty Termination	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Treaty Termination	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Treaty Termination	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Notice of Intent Termination (1)	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Treaty Termination	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Notice of Intent Termination	[illegible]	[illegible]
	Treaty Termination Date	[illegible]	[illegible]
	Treaty Termination Notice		[illegible]

Old Issues

Section	Title	Section	Page
Section 9	Treaty Termination	9	[illegible]

Technical Changes

Section	Title	Section	Page
Section 3(d)(2) — [illegible]	Consumer Price Preferences	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Treaty Termination	[illegible]	[illegible]
" 3(d)(2) — [illegible]	Notice of Intent Termination	[illegible]	[illegible]

Speech Department Report to the President

Service Activities	Course	Sections	Students
2 S.H. -	Student Teaching - Speech Majors		9
1 S.H. -	Student Teaching - For Education Dept.		3
6 S.H. -	Superv. of Auditorium Facilities		
3 S.H. -	Administration of Department		

Summer 1960

College	Course	Sections	Students
Speech 400D - 3 S.H.	Fundamentals of Speech	1	14
" S437 - 4 S.H.	Drama Production Workshop	1	9

Graduate Courses

Speech S439A-2 S.H.	Phonetics	1	17
" S439B-2 S.H.	Anat. & Phys. of Speech Mechanisms	1	19
" S439C-3 S.H.	Speech Pathology	1	21
" S439D-1 S.H.	Practicum in Speech Correction	1	14
" S439E-1 S.H.	Adv. Pract. in Speech Correction	1	9
" S535 -6 S.H.	Seminar in Speech & Language Rehabilitation	1	5
" S567 -6 S.H.	Seminar in Dramatic Production	1	11

Special Programs

Speech and Hearing Center - 60 Children
Dramatic Workshop for Apprentices - 10 Children

Speech Majors and Minors

	Majors	Minors	Total		Majors	Minors	Total
Seniors	10	13	23	Sophomores	23	15	38
Juniors	10	16	26	Freshman	21	--	--

TOTAL: 64 Majors; 44 minors = 108

There is a continued interest in the Speech Major. There has been an increase in the number of applicants. Space and size of staff, however, limits our acceptances to approximately twenty new Majors each year.

Speech Department Report to the President

Fundamentals of Speech Course -

The faculty of the Speech Department feel a strong responsibility to all of the students at the college who are preparing to teach. It is with deep concern for their ability to communicate effectively before a class that the Speech Department constantly attempts to evaluate and improve the required speech course. To this purpose, two studies were undertaken by faculty committees in the Speech Department:

1. Professors Ballare, Hubschman, Leitner and Moll comprised a study group that evaluated the Speech 100D course. They analyzed through questionnaires, the speech and language backgrounds of our students. They developed a set of suggested areas and activities in speech which would be included in all sections, by all of the professors teaching Fundamentals of Speech. After considerable discussion among all of the Staff in the department, minimum standards and course content were agreed upon. In this way, all students, regardless of instructor, will have some similarity in course content and in number and kinds of speech performances.

2. Professors Leitner and Moll took charge of a study to evaluate the curriculum change that moved the Fundamentals of Speech course from the Sophomore to the Freshman year. The Seniors were the last students to have had speech as Sophomores. When they returned from student teaching, they were given individual speech tests by a team of three speech teachers. The results were compared with the tests they had taken as sophomores. This procedure will be repeated in 1961 when the Seniors return from student teaching. This group will have had speech as freshmen. We are testing, therefore, the original hypothesis that prompted the curriculum change, i. e., students who take speech as freshmen will have the benefit of an additional year in which to work constructively on improving their speech prior to graduation.

New Courses

The Speech Department offered three new major courses this year: Group Discussion, Auditory Rehabilitation, and Speech Diagnosis. We look forward to developing the area of group discussion and debate. We were glad to have had the opportunity to start developing elective offerings.

Graduate Program in Speech

The graduate program in speech continues to develop slowly. There is increasing interest in the program and many students are taking prerequisite courses in order to qualify for admission to the program. It is imperative that the program continue, in spite of small classes, because of: (1) the increasing number of school systems initiating speech programs, (2) the in-

creasing legislation and grants for work in the area of the speech and hearing handicapped, and (3) the increasing demands of local and national certification requirements for speech clinicians.

College High School

Three units in Speech were incorporated in the high school program as part of the English courses. Fundamentals of Speech was taught by Ellen Kauffman in the 8th grade; William Ballare taught a unit in Oral Interpretation in the 9th grade and Public Speaking in the 10th grade. We regret, that contrary to the expressed recommendations of the Middle States Evaluation Committee, speech and dramatics could not be expanded in the high school.

Summer Session, 1960

Two groups of courses in Dramatics and Speech Correction were offered for the first time, and with considerable success.

The Dramatics programs served three levels of training: graduate, undergraduate, and high school. The practicum for all three groups was given simultaneously and in an integrated fashion so that it was possible to pool resources and present two productions open to the public. Everyone enrolled in the three groups participated in "My Sister Eileen" and in an evening of one-act plays. There were good sized audiences for each performance. It is hoped that the Dramatic Workshop for Apprentices be a yearly institution for high school students.

A five-part Workshop in Speech Correction was offered for graduate students who were working toward certification in Teaching the Speech Defective. It is from this group of students that many matriculated master's candidates may come. The Workshop was very successful and we hope to offer it again next year with some changes of course offerings.

The Speech and Hearing Center enrolled sixty children between the ages of four and fourteen.

SPECIAL FEATURES and ACCOMPLISHMENTS

All of the faculty members of the Speech Department participated extensively in the co-curricular and extra-curricular activities that comprise an integral part of the Speech Department's program. The staff's professional contributions on the college, community, and national levels have been impressive.

On-Campus Activities

Players - (Montclair State College Dramatics Organization)

Four faculty members supervised the activities of Players for the 1959-

[illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [

Speech Department Report to the President

1960 sessions:

Dr. L. Howard Fox	- Director (Spring '60)
Dr. Clyde McElroy	- Technical Supervisor and Director (Winter '59-'60)
Miss Margaret Leitner	- Costumes and Props
Mr. William Ballare	- Make-up

In the fall semester, Dr. McElroy replaced Dr. Fox, who was on leave to complete doctoral studies, and directed Tennessee Williams, Summer and Smoke. It played to a total audience of 1,410 persons.

Dr. Fox directed the spring production of The Great Big Doorstep. A group of students presented a one-act sequence from Alice in Wonderland at three elementary schools, under the supervision of Dr. McElroy and the direction of a senior speech major. The tour was very successful and it is hoped that this policy will be expanded.

Memorial Auditorium Supervision

Dr. Clyde McElroy continued in his assignment as supervisor of the stage facilities. Five student technicians have been trained to assist him. There were 128 bookings for the use of the Memorial Auditorium. For this extensive use of school facilities, five student technicians are insufficient.

Sigma Alpha Eta (Zeta Chapter of the National Honorary Speech and Hearing Association)

The Zeta Chapter continues to be the largest and most active in the colleges in the United States.

1. Two student delegates were sent to the National Convention in Cleveland, Ohio in November. A third student attended at her own expense.

2. The group sponsored three lecture meetings.

3. A Christmas party for the children attending the Remedial Speech Laboratory was organized.

4. A panel of Montclair graduates spoke at the Annual Banquet about the speech program they offer in the West Orange public schools.

5. A speech survey was conducted in the North Arlington school system in New Jersey.

6. Members sponsored speech practice groups for students enrolled in Fundamentals of Speech.

7. Members helped to screen the freshman candidates for speech defects.

Grand Traverse Board of Ed. Minutes

Item Summary:

[illegible]

[illegible]

[illegible]

Speech Department Report to the President

Speech Testing of Freshman Applicants

In the fall and spring of 1959-1960, 2207 applicants for admission to Montclair State College were interviewed and tested by speech majors and minors under the supervision of the Speech Department faculty. The purpose of the testing was to screen the applicants for speech and oral communication facility. Students who had severe problems, indicating an unfavorable prognosis for success as a teacher, were failed; Those with less severe problems were accepted with"provisional" status. All students who were passed were considered to be free of any severe speech problem.

The following is a summary of the results of twenty-five hours of testing by approximately fifty examiners:

	Total	Failed	Provisional	Passed
Applicants in				
Top-quarter of class	393	10	80	303
Transfer students	14	0	2	12
Students tested on 3/2/60 -	1800	38	162	1600
	2207	48(2%)	244(11%)	1915(87%)

Speech Practice Groups

In addition to the Speech Improvement Laboratory sessions which students must take if they have poor voice and speech, all students enrolled in Fundamentals of Speech are required to take part in organized out-of-class supervised practice.

Each student (approximately 650) received one practice hour each week under the direction of a speech major or minor. The students worked in groups of five to seven. There were approximately 100 such groups during the year under the direction of over fifty different speech majors and minors.

Speech Improvement Laboratories

All students who have failed to develop adequate speech and oral communication skills by the end of the semester in which they take Fundamentals of Speech must attend a Speech Improvement Laboratory class for one hour a week. The grade in the required course is withheld until the student improves. A maximum of three semesters of lab is allowed. There were fifteen laboratory sections each semester with a maximum of ten students in each group. Record keeping was improved considerably when the laboratories were labelled Speech 100DX and the sections were listed in the registration bulletin. Each student received a card and each instructor received a class list from the Registrar's office. We realize the complications presented to the Registrar's office because of the Incomplete status and we are willing to cooperate in any way that we can to simplify record keeping. We feel strongly, however, that the Incomplete status should be continued as a fair means of keeping students to a high standard of speech proficiency. This is of utmost importance in a college preparing teachers.

Speech Department Report to the President

Remedial Speech Laboratories

In connection with the courses in Speech Correction, Speech Pathology, and Speech Diagnosis, speech majors and minors are required to complete 200 hours in clinical practicum. For this purpose, the college maintains a Speech and Hearing Center on campus for children who have voice, articulation, rhythm, and symbolization problems. Students observed and assisted Dr. Scholl, Dr. Marge, and Mrs. Hubschman in a variety of professional laboratory experiences. They also planned and carried out speech therapy sessions with speech handicapped youngsters.

The following is a summary of the number of children who were provided speech therapy services this past year:

4 - 6 years of age	- 20	
7 - 8 years of age	- 22	
9 - 12 years of age	- 18	
over 12 - 18	- 20	
	80	each semester
Diagnostic interviews	- 85	each semester
	165	each semester

(320 children throughout the year)

Speech Institute

The Speech Department planned its Sixth Annual Speech Institute to deal with Professional Problems in the Teaching of Speech. Whereas the Institute was planned to appeal to high school students in the past, this year's program was intended to stimulate interest among public school personnel. Four panels were presented on Wednesday, February 3rd. Over two hundred teachers, parents, and administrators attended. Among the invited panelists were Dr. Lenore Vaughn-Eames of Newark State College, Dr. E. DeAlton Partridge of Montclair State College, Dr. Jay Ludwig of Russel Sage College, Professor Mary Lou Plugge of Adelphi College, Dr. Elmer Baker of New York University, Dr. William Canfield of Teachers College, Columbia University, Dr. Maurice Miller of Kings County Hospital, and Dr. William Warner of the New Jersey State Department of Education. The main speaker at the general session was Mr. Stuart Vaughan, the Director of the Phoenix Theater.

Reactions to the program were very favorable and appreciative.

Speeches and Meetings on Campus

Conferences with students, parents, teachers, school and hospital personnel, and other persons seeking professional advice, occupied much of the time of the Speech faculty. The entire staff spent at least one hour each week at a Speech Department meeting.

Spanish Investment Account for the Fiscal Year

Essential Spanish Interventions

In connection with the program in Spanish instruction, Spanish literature, and Spanish civilization, Spanish majors are taking the required to specialize in Spanish in minimal conditions. For this purpose, the College maintains a Spanish and Teaching Center on campus for students who lack funds, individuals, clubs, and extracurricular programs. Students discussed and assisted in finally, for large, and the Committee is a number of instructional improvements. They also planned and carried out several summer Spanish instructional programs.

The following is a summary of the income of students for the Spanish Language Service Center this fiscal year:

6 - 6 years of age	- 1%
7 - 7 years of age	- 2%
8 - 12 years of age	- 1%
over 12 - 12	- 2%
	6%

Expenditure

Instructors	4.5%
	1.5%

(150 million Transport in year)

Spanish Institute

The Spanish Institute planned the Spanish Journal Spanish Institute is very with professional training in the Institute is growth. Through the Institute was planned to expand in high school students in the year, 1973. Many students are intended to students interest among public school students. The Spanish were presented in Institute, Spanish Art. Over the Institute Institute, Spanish, and administrative elements. Among the Institute Institute was 17. Among Spanish-Speaking of Spanish State College, for a Spanish Institute is Institute State College for. Our Institute of Spanish Institute College. Institute Institute Institute Institute Institute. Institute Institute of the Institute Institute, Institute Institute Institute Institute Institute. Institute Institute of Institute College, Institute University, Institute of State Center Institute, and the Institute Institute of the Institute State Department of Education. The Institute Institute of the Institute Institute Institute Institute, Institute Institute, the Institute of the Institute Institute.

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Speech Department Report to the President

The following list is a partial compilation of the kinds of on-campus activities in which Speech Department members participated:

5 conferences with school superintendents and principles concerning speech surveys ..... Miss Kauffman

100 individual meetings with advisees, students and Sigma Alpha Eta officers ..... Miss Kauffman

Chairman, Speakers Bureau: Citizens Committee for College Opportunities in New Jersey ..... Mr. Ballare

Assembly Program Committee ..... Mr. Ballare

Curriculum Committee ..... Dr. Scholl

School and College Relations Committee ..... Mr. Ballare

Supervisor of recording of speech text for New Jersey Commission for the Blind ..... Mrs. Hubschman

Committee on Examinations and Scholarship ... Miss Leitner

Committee for Evaluation of Camping Program . Miss Leitner

Judge on Court of Parking Violations ..... Mr. Moll

Meeting with Business and Industrial Leaders visiting Montclair State College ..... Dr. Scholl

Member, Nominating Committee of Montclair State College Faculty Association ..... Dr. Scholl

Representative on New Jersey State Colleges Faculty Association ..... Dr. Scholl

Meeting with Directors of the Psychological Service Center regarding speech therapy programs ..... Dr. Scholl

Off-Campus Activities

All of the Speech faculty participated in professional activities that took them off-campus. Not the least of the activities involved speeches on behalf of the Bond Issue.

Speech Surveys

Professor Ellen Kauffman was in charge of two speech surveys in the public schools of North Arlington and Mahwah, New Jersey. The latter

Home Economics Papers in the Journal

The following list is a partial enumeration of the kinds of Home Economics activities in which Home Economists engage professionally.

I Conferences with school superintendents and principals concerning home economics ..... Miss Carlson

Job analysis of teachers who encourage students and plans the program ..... Mrs. Nelson

Conferences, Farmers Course, Citizens Committee for Public Opportunities in New Jersey ..... Mrs. Nelson

Community Program development ..... Mrs. Nelson

Curriculum Committee ..... Mrs. Nowell

School and College Relations Committee ..... Mr. Nelson

Importance of providing at school time for the career Committee for the Blind ..... Mrs. Nelson

Committee on Conferences and Conventions ... Miss Lerner

Committee for Initiation of Nursing Program . Miss Lerner

Judge on Board of Junior Elections ..... Mr. Bell

Dealing with Teachers and Interested Lookers regarding Secondary Home College ..... Mr. Nowell

Member, Professional Committee of Newfoundland State College Family Association ..... Mr. Nowell

Representative on Joint Junior State College Family Association ..... Mr. Nowell

Dealing with Directors of Home Economics Service Course regarding Junior College Program ..... Mr. Nowell

Off-Campus Activities

All of the Home Family participated in professional activities that took place off-campus. Not the least of the activities involved teaching or helpful of the home issues.

Family Service

Professor Ellen Lindman was in charge of the summer course in the public schools of North Arlington and Lodi, New Jersey. The Junior

survey was cancelled because of snow on the day scheduled for the test.

Special Programs

The following are cited as some examples of the off-campus speaking engagements and programs in which members of the department participated:

Addressed teachers and administrators of the Lodi Public Schools, "Everybody Teaches Speech" ..... Dr. Scholl

Addressed members of Livingston Little Theatre on Stage Lighting ..... Dr. Fox

Attended Ford College Seminar on Industrial Relations .. .. Mr. Moll

Spoke at P.T.A. meetings in behalf of C.O.G. ,Miss Leitner ..... Mr. Moll

Chairman, Speakers Bureau - Bond Issue ..... Mr. Ballare

Assisted Make-up Committee, Montclair Dramatic Club .... Mr. Ballare

Addressed Career Day at Mt. Hebron Junior High School .... Mr. Ballare

Judged Public Speaking contest, NAACP ..... Mr. Ballare

Consultant at Overbrook Hospital and Irvington High School on stage facilities ..... Dr. McElroy

Keynote Speaker, Founders Day Dinner, Passaic County, "On Strengthening Homes" ..... Dr. Scholl

P.T.A. meeting, Wallington, New Jersey - "Speech Disorders in Children" ..... Dr. Scholl

Conventions and Professional Organizations

Staff members participated actively in meetings of state and national conventions. Speech majors attended many of the meetings along with faculty representatives.

November 6, 1959 - Speech Association of New Jersey, Atlantic City, New Jersey. (10 students and Miss Kauffman, Mrs. Hubschman, Dr. Scholl attended)

November 16, 17, 18, 1959 - American Speech and Hearing Association, Cleveland, Ohio. (3 students, Miss Kauffman and Dr. Marge attended)

Speech Department Report to the President

December 28, 29, 30, 1959 - Speech Association of America, Washington, D. C. (5 students and Dr. Fox, Miss Leitner, Miss Kauffman, and Dr. Scholl attended)

February, 1960 - American Association of School Administrators, Atlantic City. (Dr. Fox attended on behalf of the American Educational Theatre Association)

April 7, 8, 9, 1960 - Speech Association of the Eastern States, Henry Hudson Hotel, New York City. (All speech majors and minors, and entire speech staff attended)

Spring, 1960 - Children's Theatre Conference, New York City. (Miss Leitner attended)

Spring, 1960 - Tau Kappa Alpha. (Mr. Moll attended)

Miss Kauffman served as an assembly member of the Elementary School Interest group and as Vice-President of the group at the Speech Association of America convention.

Mr. Moll is a regional governor in Tau Kappa Alpha and a member of the New Jersey Intercollegiate Speech Association.

Dr. Marge presented a paper on parental influences on Speech at the American Speech and Hearing Association Convention.

Miss Leitner served as a reviewer for the Children's Theatre Conference and served on the Placement Committee of the Speech Association of the Eastern States.

Mrs. Hubschman served as President of the Teachers College Speech Alumni Association, Vice-President of the New Jersey Speech and Hearing Association, and member of the Public Relations Committee of the Speech Association of the Eastern States.

Mr. Ballare served on the Placement Committee of the Speech Association of the Eastern States and as Associate Editor of Tag Line.

Dr. Scholl was a member of the Nominating Committee and the Resolutions Committee of the Speech Association of the Eastern States, and Treasurer of the Speech Association of New Jersey. He was chairman of a panel on "Concepts in the Training of Speech and

Speech Communication Research in the Classroom

Crawford, M., Gh, Gh, 1968 - Gender stereotyping in children's textbooks, 3. 1. (I studied and Gh. Tom, Gh. Anthony, Gh. Anthony, and 1. Jewish students)

Edmonds, 1970 - Classroom communication of cultural objectives, Atlantic City. (Gh. The attention on Jewish of the Jewish Educational Service conference)

April 3, 3, 1, 1980 - Human investigation of the history theory, Jerry Bonne study, Gh Tom 8/9. (11) Gender sexual and minority and modern gender audit discussion)

Gordon, 1970 - Children's Jewish Jerusalem, New York Gh (New Jersey school)

Spring, 1980 - Tom Gh's study. (p. 101 original)

Gh. Anthony answer to an assembly member of the Jerusalem School Jewish Jewish group and an Israeli-Jewish of the group at the Jewish Association of Jewish connection.

Gh. 1111 is a regional academy in the Gh's Jewish and a member of the Jew Jewish Jerusalem Jewish Association.

Gh. Jerry presented a paper on gendered interaction in Jewish at the Jewish Jewish and Jewish educational Jerusalem.

Gh. Anthony served as a partner for the Children's Jewish Jerusalem and served on the Jerusalem Jewish office of the Jewish association of the Jewish Jewish.

Gh. Jerusalem served as President of the Jewish Jewish Jewish Jewish Jewish Association, Jewish-Jewish of the Jew Jewish Jewish and Jewish Association, and member of the Jewish Jewish Jewish Jewish of the Jewish Association of the Jewish Jewish.

Gh. Anthony served on the Jerusalem Association of the Jewish Association of the Jewish Jewish and as Jewish office of the Jew.

Gh. Gh's was a member of the Jewish Jewish and the Jewish Association Jewish of the Jewish Jewish Jewish, and Jerusalem of the Jewish Association of the Jewish. He was author of a paper on "Jewish" in the Jerusalem of Jewish and

Speech Department Report to the President

Hearing Therapists" and presented a paper on "A Holistic Approach to Teaching Voice and Speech" at the convention of the Speech Association of America.

Field Trips

1. Bell Telephone Laboratories in MurrayHill
2. St. Barnabas Hospital, Newark
3. Teachers College, Columbia University
4. Theatre parties.

Affiliations with Community Agencies

The Speech Therapy program at the North Jersey Training School in Totowa was again supervised by Mrs. Hubschman.

Mrs. Hubschman also did volunteer work in Speech Therapy at Beth Israel Hospital in Newark, and conducted a class for laryngictomized persons at Elizabeth General Hospital.

Dr. Scholl established an affiliation with the Department of Physical Medicine and Rehabilitation at Mountainside Hospital. In the future, speech majors will receive part of their practicum as internes at the Speech and Hearing Unit of the Hospital. Dr. Scholl will serve as consultant in Speech and Hearing at the hospital.

Special Event

Dr. Scholl and Dr. Marge participated in the Hampton Workshop on Special Education in Philadelphia early in February. This conference was in preparation for congressional investigations into the educational needs of special or handicapped groups.

In February of 1960, Dr. Scholl and Dr. Marge appeared before the Elliott Subcommittee of the Congress of the United States, meeting in Jersey City, to present testimony in favor of H.J. Resolution 494, which would provide federal aid for graduate study of teachers of the speech and hearing handicapped. A transcript of the testimony presented by Dr. Scholl is attached.

RECOMMENDATIONS

1. In view of the increased enrollment and the new college curriculum, the Speech Department would like to add to its staff so that elective

Group Therapist Staff in the Institution

Nursing Therapists are assigned a [illegible] solely devoted to Training Units [illegible] at the conclusion of the Three Institutes of Analysis.

Field Units

1. Hull Therapeutic Laboratories in Montreal
2. St. Lawrence Hospital, Ottawa
3. Toronto Office, Colonel Mitchell
4. Toronto pavilion.

Affiliations with Community Agencies

The Queen Mental Hospital at the Royal Jubilee Training School in Victoria and Alpha Hospital in Victoria are affiliated.

Mrs. [illegible] also has arrangements with the Queen Therapy at Mount Royal Hospital in Montreal, and conducts a clinic for Psychiatrists [illegible] at Elizabeth Fry Society Montreal.

Dr. Hull maintains an affiliation with the Department of Psychiatry Medicine and Neurology Medical at Montreal Hospital. In the future, group therapy will [illegible] part of their [illegible] as interns at the Hospital and keeping both at the Hospital. Dr. Hull will serve as consultant in Group and Therapy at the Hospital.

Special Group

Dr. Hull and Dr. [illegible] are interested in the Queen Therapy in Social Education in Philadelphia early in February. This conference was in preparation for educational investigations into the educational group of special or handicapped [illegible].

In February of 1949, Dr. Hull and Dr. [illegible] attended before the Joint Committee of the Commons of the Federal Parliament, meeting in Ottawa, in support legislation to [illegible] of [illegible] Rehabilitation Act, which would provide Federal aid for provincial study of treatment of the [illegible] and [illegible]. A transcript of the testimony presented by Dr. Hull is attached.

[illegible]

In view of the increased activities and the [illegible] the Queen Department will find [illegible] in the staff of [illegible]

offerings in speech may be extended and class-size maintained at a reasonable figure. Additional time is needed for more sections of Speech Improvement Laboratories, more supervision of students in the Speech Correction Practicum, more dramatics activities, and more general electives in speech.

2. It is impossible to maintain good public relations and an organized and efficient department without a full-time professional secretary. It is hoped that funds from auditorium rentals, speech and hearing center fees, and other sources could pay for clerical assistance since most of a secretary's work will deal with matters pertaining to the auditorium and the speech clinic.

3. Additional student stage technicians are needed if the Memorial Auditorium is to be used efficiently.

4. Students on campus from other countries need more supervision and attention if they are to improve their use of English as a second language. Professor Kauffman would like to be given some responsibility for developing a program for helping foreign students become acclimated to their new surroundings.

5. There is no room in the Memorial Auditorium building that serves as a lounge for faculty in this area. A faculty member cannot find privacy for work or in case of illness in our building; there are no toilets for faculty only. We recommend that a cot or chaise be placed in one of the dressing rooms for emergency needs in case of illness.

6. We recommend urgently the reduction of scheduled use of the auditorium.

   a. Opera Workshop should not be assigned regularly, except just prior to a production.

   b. Organ practice hours should be scheduled early in the morning so as not to interfere with classes in Room 1. The sound is extremely noticeable and distracting.

7. Prop area should be separated from the remainder of the room by building cabinets and separators.

8. Some electrical wiring changes must be made understage and in paint room. (See Dr. Fox for details)

9. Acoustic separation should be made between conference rooms, and between the classrooms and office. All sounds carry the length of the building through the radiator openings.

10. There is general disatisfaction with the custodial care given to the classrooms and office. The rooms are poorly cleaned, blackboards are filthy, and toilets are often unusable. There are areas of the building

Brown Department Report to the President

electrical in spaces may be extensive and dimensions substantial at a reasonable figure. Additional time to consider the most economical layout in the government laboratorial, more importantly of necessity in the Communication Directorate, were dramatic activities, not only power plantings in spaces.

2. It is impossible to maintain good public relations and an organized and efficient department without a full-time professional secretary. It is hoped that funds from auditorium receipts, gifts of interested people and other sources could pay for a clerical secretary either now or a secretary's work will lead with matters pertaining to the auditorium and the speech clinic.

3. Additional student stage technicians are needed if the theatrical facilities is to be used efficiently.

4. Students on campus from other countries need more supervision and attention if they are to improve their use of English or a second language. Professor Kaufman would like to be given some responsibility for developing a program for helping the foreign students adjusting to their new surroundings.

5. There is no room in the theatrical auditorium building that serves as a lounge for faculty in this area. A faculty member cannot find privacy for work or in case of illness in our building; there is no toilet for faculty only. We recommend that a cot or chair be placed in one of the dressing rooms for emergency needs in case of illness.

6. We recommend strongly the reduction of scheduled use of the auditorium.

a. Opera rehearsing should not be scheduled regularly, except just prior to a production.

b. Opera practice hours should be extended early in the morning so as not to interfere with classes in Room 2. The noise is extremely noticeable and distracting.

7. Prop area should be separated from the remainder of the room by building cabinets and accessories.

8. Some electrical wiring changes need to made underwriting and insurance cases. (See Mr. Fox for details)

9. Acoustic insulation should be made between conference room, and between the classrooms and office. All windows enter the lounge of the building through the radiator openings.

10. There is general dissatisfaction with the overhead work given in the classrooms and office. The rooms are poorly cleaned. Wastebaskets are filthy, and toilets are often unusable. These are areas of the building

that are never cleaned or swept. Better custodial care is essential if the life of the building is to be prolonged.

11. We recommend that the matter of smoking in the building be re-considered. The building is of fire-proof construction and there are adequate exits. The building was cleaner and students were more cooperative when smoking was allowed in corriders and under the stage, and smoke stands were provided for ashes and butts.

12. One major shortcoming of the building is the lack of lounge area in the Speech Department. Students have no central place to congregate other than the speech office. This is highly unsatisfactory to the professors working at their desks in already overcrowded conditions. In addition, there is no waiting room for the parents who bring their children to the speech clinic. They use the student lounges and deprive students of the use of the area. We think it is important to have a pleasant area available as a study room and waiting room. We recommend that the understage area be developed for this purpose.

We are all grateful for the cooperation and assistance we have received from the administration. We are appreciative of the support they have given us in helping us to maintain the high level of speech, we think, students who are to teach, must attain and maintain. Our second year as a department has been a most satisfying one.

Respectfully submitted

Harold M. Scholl

Harold M. Scholl, Ed.D.
Chairman, Speech Department

HMS:gm
2/7/61

Naval Instructors Report on the Conference

that are never cleaned or swept. Safety equipment must be adapted to the life of the building if it is to be effective.

11. We recommend that the value of working in the building be reduced. The building is of fireproof construction and there are separate exits. The building was planned and structurally sound when modern and allowed in structure and room the floors, and stairs were overlaid for noise and safety.

12. One major shortcoming of this building is the lack of living area in the general department. Students have no central place to congregate other than the common office. This is highly unsatisfactory to the students working in their desks in already overcrowded conditions. In addition, there is no waiting room for the public and bring visits relating to the speech clinic. They use the student lounge and destroy students of the use of the area. We think it is important to have a lounge area available as a study room and waiting room. We recommend that the mezzanine area be developed for this purpose.

We are all grateful for the cooperation and assistance we have received from the administration. We are appreciative of the support that given us in helping us to maintain the high level of morale, we think, students are to teach, most crucial our mission. Our service view as a department has been a most satisfying one.

Respectfully submitted

Harold K. Jowett, M.A.
Chairman, Naval Instructors

HKJ:jm
3/7/61

STATEMENT TO THE SUBCOMMITTEE ON SPECIAL EDUCATION
OF THE U. S. HOUSE OF REPRESENTATIVES —
COMMITTEE ON EDUCATION AND LABOR

Feb. 18, 1960
Jersey City, N.J.

Since the end of World War II, there has been increased public concern with the speech and language problems of children and adults. We have come to recognize the importance of adequate oral communication for self-realization, vocational competency, social and emotional growth, and good citizenship. We have failed to go much beyond the recognition stage, however, and often we become enmeshed in platitudes and philosophical discussions. I am sure that the convincing testimony you received to date has made you completely sympathetic and in agreement with the importance of speech rehabilitation. It seems unnecessary at this point to engage in rhetorical pyrotechnics to persuade you further of the debilitating and handicapping effects of communicative disorders on the psycho-social and intellectual development of children and on the economic and personal life of young adults and senior citizens. I doubt that anyone will argue about the value of therapeutic services, but the core of the problem lies in the lack of sufficient funds to carry out various aspects of a comprehensive program of speech habilitation and rehabilitation. School boards cannot always find the money to make speech therapy services available to their children; adequate space and facilities for speech therapy are not always included in planning for school and rehabilitation centers since costs are critical; therapists with limited or sub-standard training cannot afford to go back to college for advanced training because of high tuition fees; and graduate programs cannot maintain small classes for those who do go back to school since the colleges depend on a high student to professor ratio.

We at Montclair State College are concerned with the training of undergraduate students who want to teach speech. We believe in providing a program

[illegible]

[illegible]

Feb. 18, 1960
Jersey City, N.J.

[illegible]

that is broad in scope and rich in professional laboratory experiences. Our basic philosophy is that all children need the services of a speech specialist--ranging from an enrichment and prevention program to a remedial program. We feel that a blending of the speech arts and sciences, in proper proportions, prepares a young man or woman to best meet the needs of all school children and to work successfully in enlisting the aid of classroom teachers. Training on the graduate level, however, is training-in-depth. Graduate students may enroll in a program leading to advanced clinical certification in speech and be prepared for the position of speech pathologist and for supervisor of speech services.

We also maintain a demonstration Speech and Hearing Center at the College and have an enrollment of approximately 100 children. We maintain affiliations with the Rehabilitation Department at Mountainside Hospital and with the North Jersey Training School (for mentally retarded girls).

We provide consultation services to the schools in neighboring communities and have conducted surveys of the speech needs of 17 school systems in New Jersey during the past eight years.

It is within this framework of experience and interest that I should like to present some of the needs and problem areas with which we are concerned at Montclair State College.

BASIC STATISTICS IN NEW JERSEY

It is estimated that 75,000 school children have speech problems. Approximately 10,000 children are now receiving therapy in school programs.

New Jersey records indicate that in total there are 59 full time and 15 part time "teachers of the speech defective".

In order to service the remaining number, approximately 650 speech pathologists are needed for school children in regular classes and children in classes for the mentally retarded.

Out of some 600 school districts in New Jersey, only 25 employ one or more full time teachers of speech. Of the 74 speech correctionists, 14 have only emergency endorsements.

In addition, most correction work at the moment is located in Northern New Jersey. As low as the numbers are, speech correction is practically unheard of in very rural areas in the southern part of the State.

COLLEGE TRAINING PROGRAMS

Montclair State College has state and administration support in its program for preparing students as teachers of children and adults with speech disorders. The extent of the support, however, is financially limited. At the present time, we have the largest number of students enrolled in the speech major of any college in New Jersey and we still cannot fill the large number of employer requests for trained speech personnel.

We need support in recruiting larger numbers of capable young people to the profession through publications, career clinics, institutes, etc. Few high school students today are aware of speech rehabilitation as a profession. We also need to attract more men to the profession to minimize turnover.

With an increased student enrollment, present facilities become inadequate. Federal assistance to the State may be needed to help establish comprehensive education clinics in which many disciplines are coordinated and all future teachers and specialists may observe and participate.

In addition to inadequacy of facilities with expansion, adequate supervision becomes imperative and costly. Ideally, no student clinician should provide therapy without direct supervision. This is inconceivable in assigning the 15 semester hour teaching load of a college professor. If federal funds were available for such purposes, practicing speech pathologists could be retained on an adjunct staff appointment to help supervise the very important clinical internship experience of the college students. At present, supervision is on the basis of 5

students to one supervisor, whereas we feel it should be on a one to one basis while the student fulfills his prescribed 200 clock hours of clinical experience.

On the graduate level, the problem of supervision also obtains. In addition, there is the very real problem of college finances. In the State of New Jersey, graduate study at the State colleges must "pay it's own way." It cannot be a losing proposition since there are no state funds to subsidize the programs. Consequently, the average class size must be 22 students, and no fewer than 15. It is virtually impossible to consistently meet this requirement in the speech major. When a program is just getting started, numbers are bound to be low. Requirements for matriculation for the Master's degree cannot be met in many instances, and we are dealing with a field in which there exists a critical shortage of personnel to begin with. Therefore, a very respectable class size for a graduate speech program would be between 7 and 10 students. Unfortunately the college cannot support this, and as a result the course is cancelled and as many as ten potential speech pathologists are denied the training they must and should have. Federal aid to colleges instituting graduate programs would be tremendously valuable. We are also very much in favor of H. J. Res. 494 as one possible solution to this problem because it may make it possible to recruit a greater number of capable students who could not otherwise afford the tuition costs.

THE SPEECH AND HEARING CENTER

Because of the shortage of trained personnel and the resulting dearth of speech programs in the schools of New Jersey, the Montclair Speech and Hearing Center has accepted over 100 students each year for free speech therapy. Free diagnostic services are also made available to approximately 200 persons each year. A minimum amount of program time has been allowed our faculty members for participation in these activities. The numbers, in proportion to personnel, are overwhelming. We are losing sight of our original purpose as a teaching and demonstration

center, with service to the child in the community becoming the primary rather than secondary purpose. We are overloaded with children who have no other resource available to them in their public school, or parochial school or in their community. This situation will be revised when there are a sufficient number of speech pathologists and a sufficient number of school programs.

Additional federal funds might also make it possible to retain a supervising speech pathologist at special centers and hospitals affiliated with the college's training program.

SURVEYS CONDUCTED BY THE SPEECH DEPT. OF N.J.C.

The attached report summarizes the results of surveys conducted in 17 school systems in New Jersey. In order to determine the speech needs of the children enrolled, almost 25,000 children were individually tested. The final figures may be affected by (a) the lack of standarized testing criteria, (b) the occasional listing of minor problems as major ones, and (c) the limited experience of the examiners. The average percentage of children needing remedial speech therapy is a good deal higher than the 5% figure generally accepted for the nation. It is our feeling, however, that the 21% figure is fairly reliable because of the consistency with which this incidence occured even though there were different teams of raters on almost each survey. It is not surprising to us that the incidence of speech problems in a metropolitan, over-crowded area should be higher than the average figure based on the national picture. Parenthetically, it is interesting to note that the estimated need of over 500 speech therapists is based on the 5% and not the 20% figure.

SPECIAL GROUPS

In addition to the speech handicapped school children, there are some children and adults who invariable require speech therapy services. These persons comprise two groups:

1. the markedly atypical child with multiple disorders - (mentally retarded, cerebral palsied, childhood schizophrenics)

2. the geriatric patient with chronic diseases (cerebral vascular accidents, Parkinson's disease, laryngectomy)

Research needs in these areas are great and with the rapidly increasing aged population, geriatrics will soon become the nation's primary health problem. There is a direct relationship between chronic diseases in the aged and speech and hearing problems. Frequently, the successful vocational rehabilitation and the ability for an older person to maintain his independence and dignity depend upon the patient's ability to communicate his thoughts, wants, and needs.

With an increased population of older persons, there will be a concomitant increase in the need for trained speech pathologists and audiologists.

Under existing legislation for hospitals and rehabilitation centers, adequate speech and hearing facilities should also be encouraged in planning treatment areas. Most of the time, speech therapy facilities are substandard even in the newest installations despite the fact that of all the therapies -- physical, occupational, vocational, etc. speech and hearing therapy has the greatest potential for supporting its own program. Federal advisors to hospitals receiving grants should encourage the allocation of space that is large enough for individual and group therapy sessions.

CONCLUSION

On behalf of the members of the Speech Department at Montclair State College, thank you for inviting me to elaborate our needs and problems. We strongly urge the passage of the pending legislation and hope that in the near future students and speech handicapped citizens in New Jersey, may be beneficiaries of your very significant proposals.

RESPECTFULLY SUBMITTED,

DR. HAROLD M. SCHOLL,
Acting Chairman, Speech Department
Coordinator, Speech and Hearing Center.
MONTCLAIR STATE COLLEGE
Upper Montclair, New Jersey.

SCHOOLS SURVEYED - 1952 thru 1959

MONTCLAIR STATE COLLEGE SPEECH DEPARTMENT

SCHOOL	YEAR	GRADES	TOTAL	ADEQUATE	IMPROVEMENT NEEDED	REMEDIAL
Chatham Township	1957	K thru 8	856	228 27%	437 51%	191 22%
East Rutherford	1958	K thru 12	1564	478 31%	786 50%	300 19%
Hanover Park H.S.	1957	9 thru 11	486	94 19%	333 69%	59 12%
Highland Park	1958	K thru 8	952	357 37%	378 40%	217 23%
North Arlington	1959	K thru 8	1122	217 19%	607 54%	298 26%
North Haledon	1955	K thru 8	560	135 24%	323 58%	102 18%
Parsippany	1954	K thru 8	1560	498 32%	732 47%	330 21%
Pompton Lakes	1956	K thru 12	1613	506 29%	835 54%	272 17%
Rockaway	1955	K thru 6	275	90 33%	137 50%	48 17%
Saddle Brook	1957	K thru 8	1564	592 38%	653 42%	319 20%
Sussex County	1953	K,2,4,6,8, 10,12	2273	396 18%	1280 57%	597 25%
Totowa	1958	K thru 8	1269	328 26%	636 50%	305 24%
Wanaque	1957	K thru 9	964	263 27%	470 49%	231 24%
Warren County	1956	K thru 8	3487	1096 31%	1735 50%	656 19%
West Caldwell	1959	K thru 6	1392	291 21%	684 49%	417 30%
West Orange	1955	K thru 6	3257	1153 35%	1156 48%	548 17%
West Orange	1957	9,10,11,12	1400	366 26%	827 59%	207 15%
GRAND TOTALS			24594	7088 29%	12,409 50%	5097 21%

MONTCLAIR STATE COLLEGE

Department of Science

- - -

Report to the President

Academic Year

1959-1960

- - -

MONTCLAIR STATE COLLEGE
Department of Science
Report to the President
Academic Year
1959-1960

I. Developments and Trends

A. Curriculum

1. Implementation of the Curriculum Revision

This was the first year that a group of students was enrolled in a program with a physics emphasis. The group of juniors was enrolled in PHYSICS 402: Magnetism and Electricity, in the first semester, and in a new course, PHYSICS 415: Introduction to Modern Physics, in the second semester. This was somewhat of a milestone in the history of the department. Prior to this time students could take only twelve semester hours of physics in the undergraduate program. The present program permits 20 or 24 hours of instruction in physics. This is a forward step in the direction of preparation of better physics teachers for the secondary schools of New Jersey.

2. Reactivation of Courses

SCIENCE 421: Water Analysis and Purification, was reactivated. This provided our graduate students with the opportunity to learn the analytical, chemical, and bacteriological techniques used in the field of water analysis. It provided our graduate students with the first work that they have had in the field of bacteriology.

3. General Education Electives in Science

The department started to offer some of the general education electives in science required under the new curriculum. Two courses were offered this year; SCIENCE 422: Consumer Science (A laboratory course aimed toward the needs of the business education students), and SCIENCE 418: Three Centuries of Science Progress (A history of science course aimed toward social studies majors).

4. Graduate Research Seminar Course

The offering of a section of EDUCATION 503: Methods and Instruments of Research, by a member of the science staff has been a distinct advantage this year. This provided the opportunity for the science graduate students to formulate and develop a science education research problem in the 503 course. The research was carried to completion in the second semester in SCIENCE 505. The student has the advantage of the same faculty guidance for the research project from beginning to end. In the past there has been little faculty continuity between the two parts of the research program.

A list of the titles of researches completed is attached.

[illegible] State College
Department of Science
Report to the President
Academic Year
1[illegible]-1[illegible]

I. Developments and Trends

A. Curriculum

1. Implementation of the Curriculum Revision

This was the first year that a group of students was enrolled in a program with a special curriculum. The group of students was enrolled in Science 101: Geography and Climatology, in the first semester, and in a new course, Science 102: Introduction to Science Research, in the second semester. This was necessary if a sufficient number to the laboratory of the department. Prior to this time, students could take only twelve semester hours of physics in the undergraduate curriculum. The present course 101 or 21 [illegible] in the [illegible]. This is a forward step in the direction of [illegible] or better physics courses that are necessary [illegible] of the [illegible].

2. Reorganization of Courses

Courses with minor changes and modifications, and constructions, have provided our students with the opportunity to learn the [illegible] principles, and instructional techniques used in the field of [illegible]. It is hoped our students [illegible] the first work which they have [illegible] in the study of [illegible].

3. General Education Courses in Science

The Department started to offer some of the general education courses in science [illegible] the [illegible]. The courses were offered this year: Science 101: Earth Sciences (a laboratory course aimed toward the needs of the business [illegible]), and Science 102: Three Centuries of Science (required [illegible] of science courses aimed toward social studies majors).

4. Graduate Research Science Course

The offering of a section of Science 101: Science and Development of Research, by a member of the science staff may need a [illegible] advantage this year. This provided the opportunity for the science graduate students to [illegible] and develop a science education program [illegible] in the 20[illegible] course. The research was carried to completion in the second semester in Science 102. The students [illegible] of the main faculty [illegible] the research project. [illegible] to [illegible]. In the past years [illegible] [illegible] considerably between the [illegible] of the research [illegible].

A list of the titles of research [illegible] is attached.

B. Cooperation With Other Departments

This has been characterized by a close cooperation between the various departments of the college for which the science department provides service courses, and this department. During the past year a course in Musical Acoustics has been introduced with the help and guidance of the Department of Music.

Likewise, continuing cooperation with the Department of Physical Education has provided the courses needed for an optimum science background for both M.S.C. students and Panzer transfer students.

C. Honors Program

The department has given consideration to the proposed honors program for the college. This department proposes the following two-stage program:

1. To exempt from SCIENCE 100A: The Physical Sciences, and SCIENCE 100B: The Biological Sciences, those students that have an aptitude for science and plan to take one of the regular four semester-hour major courses.

2. To provide an honors section of SCIENCE 100A and SCIENCE 100B for the more able students in the course.

D. Experimentation in Instructional Practices

1. General Chemistry. An attempt is being made to change the instruction in general chemistry from a descriptive to a principles approach. This means an emphasis on the principles of chemistry in class discussion and the descriptive chemistry is covered in laboratory experimentation or assigned student reading. This is an attempt to eliminate duplication of descriptive work covered in high school chemistry.

2. General Physics. General physics is being taught by two instructors; one for class discussion periods, and one for laboratory periods. This is contrary to our usual policy of having one instructor responsible for both the class and laboratory sessions. This arrangement is making it very evident to us that correlation between the classroom and laboratory instruction with this arrangement is poor.

3. Junior High Science. An attempt is being made to eliminate the large amount of overlapping between SCIENCE 7 and SCIENCE 8 and the Health Courses in the College High School. The instructors involved are working out a program which will enable the subject matter in the two courses to compliment each other.

4. Physical Education Chemistry. The laboratory program in CHEMISTRY 105-106: Physical Education Chemistry, is undergoing complete revision. A very careful analysis of the needs of these students is being made and a new laboratory syllabus is being prepared which is geared to the chemistry related to the physical education program. This is the doctoral project of Mr. Joseph Becker.

B. Cooperation with Other Departments

This has been characterized by a close cooperation between the various departments of the college for which the science department provides service courses, and this continues. During the past year a course in Medical Terminology has been introduced with the help and guidance of the Department of Health.

Likewise, continuing cooperation with the Department of Physical Education has provided the courses needed for an outdoor science background for both C.L.C. students and Grade Teacher students.

C. Teaching Program

The department has given consideration to the proposed teaching program for the college. This committee proposes the following three-stage program:

1. To change from Biology 100A: the Physical Sciences, and Biology 100B: the Biological Sciences, those students who have an interest for science and plan to take one of the regular four semesters-hour major courses.

2. To provide an honors section of Biology 1A and the Biology 1B for the more able students in the course.

D. Experimentation in Instructional Procedures

1. General Biology. In attempts to bring back to change the laboratory time in general elementary from a concentrated to a principle approach. This means an emphasis on the practice of conducting in class discussion and the supervisory laboratory is covered in laboratory experimentation or assigned student reading. This is an attempt to eliminate duplication of laboratory work covered in high school chemistry.

2. Laboratory Physics. General physics is being taught in two laboratories; one for class demonstration purposes, and one for laboratory period. This is necessary to our usual policy of having one instructor responsible for both the class and laboratory work. This arrangement is making it very difficult to do that successfully because the class-room and laboratory instruction with that arrangement is poor.

3. Junior High Science. An attempt is being made to integrate the large number of overlapping courses offered [illegible] and Science 3 and the Health Program in the Junior High School. The inter-course instruction are working out a course which will cover the subject matter in the two courses in sequence each other.

4. Physical Education Curriculum. The laboratory program in Physical Education: Physical Education Elementary, is undergoing complete revision. A very central feature of the course of study consists in being made entirely an laboratory situation in which required skill is geared to the students ability to the physical education program. This is the combined product of Dr. Cassen, Miller.

E. Staff

The faculty for this academic year are listed below:

Dr. Rufus D. Reed, Chairman, Professor of Chemistry
Dr. Hugh Allen, Jr., Associate Professor, Physics and Science
Mr. Joseph F. Becker, Assistant Professor, Chemistry and Science
Dr. E. Seaton Carney, Associate Professor, Physics
Miss Dorothy Cunningham, Assistant Professor, Biology
Mr. Jacob Fisher, Assistant Professor, Biology and Science
Dr. Irwin H. Gawley, Associate Professor, Chemistry and Science
Mr. Robert Herman, Assistant Professor, Biology
Mr. Stephen W. Kowalski, Assistant Professor, Science
Dr. S. Marie Kuhnen, Associate Professor, Biology
Dr. Samson McDowell, Jr., Associate Professor, Biology
Dr. Robert W. McLachlan, Professor, Chemistry
Mr. George F. Placek, Associate Professor, Science
Dr. James O. Perrine, Consultant and Visiting Lecturer, Physics
Mrs. Ethel J. Ramsden, Associate Professor, Biology
Mrs. Harriet Rosenstein, Assistant Professor, Science (Part time)
Mrs. Barbara Rossmoore, Assistant Professor, Chemistry
Dr. Kenneth O. Smith, Professor, Physics

II. Special Features and Accomplishments

A. CONTINENTAL CLASSROOM Chemistry Program

This year saw the development of a course sequence at the senior-graduate level to correlate with the "Continental Classroom" chemistry program. CHEMISTRY 415-416 : Modern Chemistry, provided an opportunity for students to bring up questions raised by the television program and to enrich the experiences presented with additional demonstrations and instructional materials. Since all of the students watched the program in black and white, a number of the demonstrations were repeated in the class sessions, because color change was an important factor in the understanding of the demonstration.

It appeared from this experience that the TV lectures in chemistry must be supplemented by instruction from chemistry teachers. It is doubtful that long periods of TV instruction alone will suffice for students who do not have a recent background in chemistry.

B. CONTINENTAL CLASSROOM Physics Series

Mrs. Rosenstein carried out a study using some of the kinescopes of the Harvey White physics series in the SCIENCE 100A classes. The use of these films needs further study.

C. Dreyfuss Foundation Program

The current academic year is the final year of operation for the Dreyfuss Foundation Project. A complete report

d. Staff

The faculty for this academic year are listed below:

Dr. John C. Ford, Chairman, Professor of Economics
Dr. Ruth Allen, Dr., Professor Emeritus, School of Business
Dr. Jerome S. Cohen, Associate Professor, Economics and Finance
Dr. C. Dwight Dorough, Professor Emeritus, Economics
Miss Dorothy Douglas, Assistant Professor, History
Dr. Janet Fleming, Assistant Professor, Economics and History
Dr. Frank A. Ghigo, Associate Professor, Economics and Finance
Dr. Robert Jones, Associate Professor, Finance
Dr. Stephen V. Ocheltree, Assistant Professor, Economics
Dr. E. Jack Gibson, Associate Professor, Economics
Dr. Bruce Bodenhamer, Dr., Associate Professor, History
Dr. Joseph A. Pelletier, Instructor, Economics
Dr. Charles E. Flaxby, Associate Professor, Finance
Dr. Jerry C. Martin, Associate and Training Director, Physical Ops.
Mrs. Ruth A. Kessler, Associate Professor, Biology
Mrs. Dorothy Bernstein, Assistant Professor, Biology (part time)
Mrs. Barbara Bernstein, Assistant Professor, Biology
Dr. Kenneth O. Wolfe, Professor, Economics

II. Specific Teaching and Research Methods

A. Experimental Classroom Teaching Program

During year the Department of Economics participated in the Ford-Carnegie Grant to Developing Study the "Conceptual Framework Development Project." Accepted (Grant) : Boston University, provided an experimental for teaching to value the teaching method in the accounting course. In it students the experiences involved with conceptual-theoretical and computational problems. Again all of the students taking the course in Econ and Acctg, a number of the accounting and economics in the other department, because after course was a conceptual framework in the taking evaluation of the experiment.

It appeared that this experiment had the effect of leading students to a conceptual or theoretical approach to learning. It is generally felt that the course should be given a fuller evaluation. It is planned that the method of instruction should also utilize for accounting and be given a fuller evaluation in the future.

B. Experimental Independent Study Program

Mrs. Bernstein worked out a study under some of the supervision of the Honors Study Program director to the students involved. The use of these files seems helpful study.

C. Developing Innovation Program

The seminar experience year as the first year of operation for the Integrated Innovation Project. A lengthy report

on the project has been submitted to the N. J. State Department of Education by the local coordinator. The major aspects of this report relating to the 1959-1960 academic year are as follows:

1. Candidates completing the program - Of the twenty Dreyfuss supported candidates in science, nine had degrees conferred at the June and August 1960 commencements. Nine students in the department have not completed the degree requirement but are scheduled to do so on or before August 1961.

2. Field Studies - Dreyfuss support made possible ten plant visitations in this geographical area as part of the course CHEMISTRY 408: Industrial Chemistry I. The plants were selected to show a wide variety of operations of the chemical industry in New Jersey.

3. Financial Resources - Funds for the purchase of equipment made possible an enriched laboratory course in CHEMISTRY 412: Physical Chemistry II, during the 1960 summer session. Dreyfuss funds provided for the purchase of laboratory equipment that the college had not been able to purchase previously because of limited budgeted funds.

4. Effect of Termination of the Dreyfuss Grant - The Dreyfuss Foundation grant enabled the college to extend the number and variety of course offerings in the fields of science and mathematics. It allowed the Science Department to offer one four-hour laboratory course in chemistry and one in physics each semester in the part-time and extension division. The termination of the grant has forced the department to cut back to one laboratory course each semester. This reduces the variety of offerings for our graduate students.

   The Science Department is deeply appreciative of the aid provided by the Dreyfuss Foundation during the two-year period. The financial aid to travel, equipment, supply, and personnel needs of the Department, enabled the college to offer a more effective program in science at the graduate level.

D. Visiting Professor

Dr. James O. Perrine approached the college with an offer of assistance in the field of physics. Shortly after he began to work with the Department he was assigned the lectures for three sections of general physics. He also did great service in locating surplus property items which the school might secure free or at a nominal cost. These services were performed by Dr. Perrine for very little compensation.

E. Library Gift

When he retired, Dr. Reed presented to the library copies of Chemical Abstracts, beginning with 1920; Journal of the American Chemical Society; Journal of Industrial and Engineering Chemistry; and Journal of Analytical Chemistry. These are estimated as being worth $2700. He also left files of the certain magazines: Science, Scientific American, and Chemical and Engineering News. He loaned to the Department back volumes of the American Scientist, The Science Teacher, and Science Education.

F. Planning for Finley Hall Addition

When it was decided to expand Finley Hall, a committee composed of Drs. Allen, Kuhnen and Gawley was named from the science faculty to work with Mr. Meiers, of the N. J. State Department of Education. Room plans were prepared for each of the science rooms by this committee and other faculty members. This took much, but the effort appeared to secure for professors in the Department rooms they desired and which were more functional.

G. Laboratory Furniture for Finley Hall

Equipment was purchased and installed this year to complete the Physical-Analytical Chemistry Laboratory and Stock Room. Provision is made in the 1961-62 budget for completing the furniture in the general-organic chemistry office, wall table and microscope case for the botany laboratory, and storage space in the physical science laboratory. When this furniture is installed it will for the most part complete the equipment needed for the science rooms which was deleted from the original building furniture budget.

H. Association For the Education of Teachers in Science Meeting

The Science Department sponsored the spring meeting of the AETS. Dr. Allen was chairman of the committee, and it was generally agreed that he and his committee did an excellent job of organization and administering the meeting. During this meeting, it became apparent that Montclair State College, in its science education program, was already doing a number of things other colleges were considering for future action. Though the attendance was somewhat less than that expected, this meeting did serve a two-fold purpose: (1) it provided an opportunity for the science faculty to become better aquainted with the history, philosophy and over-all curriculum of the department, and (2) it enabled us to get the constructive criticism of science educators from other institutions about our curricular offerings.

I. Special Services of the Department to the State and School Systems

1. Dreyfuss Foundation Science Workshops

Several members of the science faculty participated in the science workshops sponsored by the Dreyfuss Foundation at Glassboro and Jersey City State Colleges.

6. Library staff

[illegible]

7. Planning for further full evaluation

[illegible]

8. Laboratory facilities for field work

[illegible]

9. Modification of the objectives in relation to library training

[illegible]

I. Special services of the department to the State and National System

1. Graduate Information science seminars

[illegible]

2. Science Fairs

A number of the faculty members have been called upon to serve as judges at local and regional science fairs.

3. Civil Defense

Several of the faculty members have been active in giving courses in Radiation and Chemical Defense for the N.J. Department of Defense, Division of Civilian Defense.

4. Glen Rock Program

A number of the faculty members have participated in a program of advanced topics in biology for gifted ninth-grade students from the Glen Rock (N.J.) High School. The students were brought to the campus regularly on Saturdays for an intensive three-hour program of discussion, demonstrations and experiments in biology. This activity occurred once a month.

5. Curriculum Development Workshops

Several of the faculty members have participated in curriculum development workshops in local school systems in the area.

III. Problems and Recommendations

A. Graduate Research Requirement in Science Education

Two major problems were evident as the EDUCATION 503-SCIENCE 505 research sequence evolved this year. The first was the inadequacy of the library facilities with respect to back issues of journals and periodicals. The members of the science faculty have made available copies of the journals from their personal collections so that proper literature searches can be completed on the projects. Some faculty members have donated copies of periodicals to the library to complete the library collection only to find that before long they too are gone from the library. Closer supervision of the periodical collection seems necessary and imperative if this activity is to continue.

The other major problem concerns faculty time for supervision of the research projects. The faculty member in charge of the research seminar found it impossible to do an adequate job of directing the research of 28 graduate students. The load credit given for the course comes nowhere near compensating the instructor for the hours of reading and consultation involved. In the future several alternatives should be considered. They are: (1) limiting the enrollment in the seminar to 10 to 12 students, (2) having other members of the science faculty help direct the research of the students in the seminar, with load compensation for this work, or (3) a re-study of the research requirement of the department.

- 2. Reference Guide

A number of the faculty members have been asked upon to serve as judges at local and regional debate tournaments.

3. Brief Debate

Several of the faculty members have been active in giving courses in Debating and Oratorical Delivery for the U.S. Department of Defense, training as critics Debate.

4. Oral Interpretation

A number of the faculty members have participated in a program of advanced training in acting for Oral Interpretation which utilizes the Film Bank (T.V.) film facilities. The students have changed in the course requiring, as preparation for an intensive interpretation program of discussion, demonstrations and recordings in readings. This activity involved only a small.

5. Intercollegiate Conferences + Workshops

Several of the faculty members have participated in curriculum development conferences in local school systems in the area.

III. Problems and Recommendations

A. Graduate Research Development in Speech Education

The major problems have arisen on the Graduate Level. Graduate research requires extensive library work. The first was the inadequacy of the library facilities with regard to most forms of journals and periodicals. The members of the Speech faculty have done extensive review of the journals from personal collections to have proper literature searches can be conducted on the problems. Does faculty member have initial right of selection in the library to acquire the library collection only to find that before long they can be put into the library. Those departments of the professional collections where research and investigation is vital should be in sections.

The other major problem concerns faculty time for research or the research problem. The faculty member is always at the research center trying to determine ways to have research time or alleviating the research of it problems. The load carried allows the faculty member very little opportunity for investigation for the years of teaching and consultation involved. In the future several alternatives should be considered. They are: (1) limiting the workload to the maximum of 10 of 12 students, (2) having other members of the Speech faculty only share the research of the students in the program, with high competition for this work, or (3) a re-study of the research requirement of the department.

B. Secretarial Help

One of the greatest difficulties experienced this year was the lack of stenographic help. If it had not been for the Dreyfuss Foundation there would have been no help available. The department chairman spent much of his time doing clerical work. The stenographic help provided frequently could not work at hours convenient to the needs of the department chairman. Full time secretarial help is needed for a department of this size.

C. Division of Responsibility of Administration of the Department

The work of the administration is so great that the work should be divided between two people - one for undergraduate and one for graduate and extension work. It is recommended that teaching duties of the department chairman should be no more than half-time.

D. Department Meetings

There should be time during the day for departmental meetings on school time. As the school day is lengthened it becomes impossible to find a time for meetings of the entire department. It is suggested that at least an hour on one day a month be set aside for departmental meetings.

E. Laboratory Assistants

The problem of providing adequate coverage of our laboratory sections with laboratory assistants is becoming more acute. This is caused by an increased number of morning laboratory sessions. Miss Marie Frazee, Academic Counsellor, has been most helpful in providing advanced registration of laboratory assistants, but this does not completely solve the problem. Some thought should be given to the development of a program of graduate assistants.

F. Building and Equipment

Provision should be made for housing all of the college activities of the department under one roof. The problem of supplies, equipment and communications with the department operating in <u>four</u> buildings is a major one. A <u>science building</u> is, of course, recommended.

Prevision should be made for close liason between the science faculty and the officials in Trenton during <u>all</u> of the stages of planning of the Finley Hall addition. Previous experience has shown that the Department was consulted up to a certain stage and that subsequently basic decisions were made in which the Department had no voice. It is hoped that this will not be the case in the addition to Finley Hall.

G. Staff

Plans to strengthen faculty competence:

1. A replacement appointment in the physics division should be able to teach some of the advanced areas of physics; notably, mechanics and optics. This would relieve the burden of having one person teach all of the advanced work. It is virtually impossible for one person to teach all of the advanced work in electricity, electronics, optics, modern physics, mechanics and nucleonics, and expect him to keep up to date in these various fields. We must also bear in mind that Dr. Kenneth O. Smith, who has been carrying the heavy burden of this work, will be at retirement age in three years.

2. The department will lose, by retirement, next year our expert in physical, analytical and advanced inorganic chemistry. It would be of value to find a person to fit these qualifications and hire him this year to secure a smoother transition upon Dr. Robert W. McLachlan's retirement next year.

3. The Department is also losing a microbiologist this year. A new person must be hired in that area. It appears that the microbiology is leveling off at a 2/3 load. It appears that botany would be a logical combination with the microbiology for the balance of the load.

4. The Department is in need of a competent geologist. Earth science offerings are now being given by geographers. The Department would especially like the science majors to have an experience with a competent geologist. The introduction of earth sciences into the high school programs is an indication that we must consider carefully expanding our offerings in the area of earth sciences.

2. A professional appointment in the physics division should be made to bring some of the advanced study of physics, mainly, molecular and spectra. This would relieve the burden of teaching the various branches of this advanced work. It is virtually impossible for one person to teach all of the advanced work in mechanics, electricity, optics, modern physics, materials and metallurgy, and always hope to keep up to date in these various fields. It will also free the staff for other work, which is so critically need in the many branches of this work, will be so satisfactory and in large demand.

3. The department will have, by retirement, some year or more in physical, biological and advanced inorganic chemistry. It would be of value to find a person in all three specializations and give him this year to develop a possible biochemistry course in Mr. Henry's Chemistry's retirement next year.

4. The department is also low on a mineralogist in its staff. A new person must be hired in that area. It appears that the mineralogy is leveling off at a 2/3 load. It appears that mineralogy would be a logical combination with the stratigraphy for the balance of the load.

5. The department is in need of a geological assistant. Many science offerings are now being given by graduates. The department would especially like the science majors to have an opportunity with a competent geologist. The introduction of work relevant into the high school programs is an indication that we must continue carefully expanding our offerings as the need of each develops.

IV. Statistics of Offerings and Department Enrollment

Science Department Table No. 1

UNDERGRADUATE ENROLLMENT BY CLASSES, AY 1959-60

CLASS	FALL SEMESTER	SPRING SEMESTER
Freshman	65	57
Sophomore	41	40
Junior	33	30
Senior	22	24
Department Total	161	151

Science Department Table No. 2

DEGREES GRANTED TO MAJORS IN THE DEPARTMENT, AY 1959-60

DATE	DEGREE	NUMBER
June 1960	Bachelor of Arts	20
	Master of Arts	12
August 1960	Bachelor of Arts	1
	Master of Arts	18

Science Department Table No. 3

TEACHING POSITIONS FILLED DURING THE YEAR IMMEDIATELY FOLLOWING GRADUATION BY SCIENCE MAJOR GRADUATES 1960

POSITION	NUMBER
Teaching in Elementary Schools	3
Teaching General Science	18
Teaching Biology	2
Teaching Physics	1

IV. ANALYSIS OF DATA FROM QUESTIONNAIRE SCHEDULES

Follow Questionnaire Table No. 1

DEPARTMENT DISTRIBUTION OF FOLLOW-UP QUESTIONNAIRES, 1960-61

CLASS	1960 SCHEDULES	% OF SCHEDULES
Freshman	[illegible]	[illegible]
Sophomore	[illegible]	[illegible]
Junior	[illegible]	[illegible]
Senior	[illegible]	[illegible]
Departmental Total	[illegible]	[illegible]

Follow Questionnaire Table No. 2

DEPARTMENT QUESTIONNAIRE RETURNS BY THE CLASS OF 1960, 1961-62

DATE	SCHEDULES	PERCENT
June 1960	Beginning of June	[illegible]
	Middle of June	[illegible]
January 1961	Beginning of June	[illegible]
	Middle of June	[illegible]

Follow Questionnaire Table No. 3

TEACHING POSITIONS FILLED DURING THE 1960-61 SCHOOL YEAR BY PERSONS CONTACTED IN FOLLOW-UP QUESTIONNAIRE, 1961

POSITION	PERCENT
Teaching in Elementary Schools	[illegible]
Teaching General Subjects	[illegible]
Teaching Music	[illegible]
Teaching Physics	[illegible]

Science Department Table No. 4

ENROLLMENT BY COURSES, UNDERGRADUATE DIVISION, AY 1959-60

Area and Course	Semester Hours	Fall Semester		Spring Semester	
		Sections	Enrollment	Sections	Enrollment
College High School					
Science 7		1	30	1	30
Science 8		1	30	1	30
Biology 10		1	30	1	30
Chemistry 11		1½	27	1½	27
Physics 12		1	17	1	17
Background General Education Courses					
Science 100A, The Physical Sciences	4	6	150	6	129
Science 100B, The Biological Sciences	4	6	138	6	125
General Education Elective Courses					
Physics 304A, Introduction to Photography I	2	1	22		
Science 422, Consumer Science	2	1	9	1	24
Physics 308, Astronomy	2	1	13		
Biology 412, Genetics	2	1	19		
Physics 305, Musical Acoustics	2	1	22		
Science for Home Economics					
Chemistry 103-104, Chemistry for Home Economics	3-3	2	44	2	44
Biology 209, Human Biology	3	3	62	1	23
Biology 210, Elementary Bacteriology	4	2	27	3	59
Physics 306, Household Physics	3	1	21		

Science Department Table No. 4

Enrollment by courses, undergraduate division, at 1970-40

Area and Course	Semester Hours	Fall Semester Enrollment		Spring Semester Enrollment	
		Sections	Enrollment	Sections	Enrollment
Geology 101 School					
Science 7		4	30	1	30
Science 8		4	30	4	30
Biology 10		1	30	1	30
Geology 11		1	27	1	27
Physics 12		1	27	1	27
Biological Sciences Division Courses					
Science 100A, The Physical Universe	4	6	240	6	122
Science 100B, The Biological Universe	4	6	15	6	120
General Education Elective Courses					
Physics 104, Introduction to Photography I	3	1	12		
Science 112, Consumer Science	2	1	4	1	4
Physics 204, Astronomy	3	1	13		
Biology 212, Ecology	3	1	19		
Physics 215, Modern Cosmology	3	1	22		
Courses for Home Economics					
Chemistry 10-10L, Chemistry for Home Economics	3-2	2	60	2	34
Biology 205, Home Biology	3	2	60	1	28
Biology 206, Elementary Bacteriology	3	2	27	2	27
Physics 207, Household Physics	3	2	24		

Science Department Table No. 4 (Continued)

ENROLLMENT BY COURSES, UNDERGRADUATE DIVISION, AY 1959-60

Area and Course	Semester Hours	Fall Semester		Spring Semester	
		Sections	Enrollment	Sections	Enrollment
Science for Physical Education					
Chemistry 105-106, Chemistry for Physical Educ.	3-3	4	74	4	66
Biology 212, Anatomy for Physical Education	3	2	39		
Required Courses (Majors and Minors)					
Biology 101-102, General Botany	4-4	3	70	3	61
Biology 201-202, General Zoology	4-4	3	55	3	52
Chemistry 101-102, General College Chemistry	4-4	4	90	4	84
Chemistry 405-406, Organic Chemistry	4-4	2	35	2	33
Physics 101-102, General College Physics	4-4	3	53	3	48
Physics 402, Magnetism and Electricity	4	2	37		
Science 401, Teach. of Science in Sec. Schools	3	1	31		
Science 404, Problems of Teaching Science	2			1	20
Elective Courses (Majors and Minors)					
Biology 402, Mammalian Anatomy	4	1	16		
Biology 409, Human Physiology	4			1	12
Chemistry 202-203, Quantitative Analysis	4-4	1	12	1	10
Physics 415, Introduction to Modern Physics	4			1	9
Physics 307, Aviation	4	1	11		
Science 410A, Jr. High Science Demonstrations	2			1	14

Science Department Table No. 4 (Continued)

ENROLLMENT BY COURSES, CONSOLIDATED SCHOOL, SY 1957-58

Area and Course	Enrollment Boys	Fall Semester Enrollment	Fall Semester Sections	Spring Semester Enrollment	Spring Semester Sections
Science for Physical Growth					
Biology 101-102, Conservation for Physical Growth	7-	4	2	4	2
Biology 103, Hygiene for Physical Growth	7	2	1		
Physical Science (Elective for Science)					
Biology 201-202, General Biology	7-	7	3	7	3
Biology 203-204, General Zoology	7-	7	3	7	3
Biology 205-206, General Botany	7-	7	3	7	3
Biology 207-208, Health Science	7-	7	3	7	3
Biology 209-210, Animal Science Training	7-	7	3	7	3
Science 211, Physics for Consumers	7-	7	3	7	3
Science 212, Chemistry of Foods in the Home	7-	7	3	7	3
Science 213, Technology Teaching Training	7-	7	3	7	3
Elective Science (Elective for Science)					
Biology 301, Electron Microscopy	7-	7	3	7	3
Biology 302, Wood Technology	7-	7	3	7	3
Chemistry 303-304, Qualitative and Quantitative	7-	7	3	7	3
Chemistry 305, Introduction to Modern Chemistry	7-	7	3	7	3
Physics 306, Electronics	7-	7	3	7	3
Science 307, Sci. Fiction Science-Technology	7-	7	3	7	3

Science Department Table No. 5

ENROLLMENT BY COURSES, PART-TIME AND EXTENSION DIVISION, AY 1959-60

Course	Semester Hours	Fall Semester		Spring Semester	
		Sections	Enrollment	Sections	Enrollment
Biology 413, Economic Botany	2	1	22		
Physics 405, Light and Optical Instruments*	4	1	12		
Science 421, Water Analysis and Purification*	4	1	24		
Science 401X, Teach. of Sci. in Sec. Schools	2	2	43		
Chemistry 415, Modern Chemistry I	3	1	14		
Biology 410, Comparative Anatomy of Vertebrates	4			1	14
Biology 414, Field Ornithology	2			1	12
Chemistry 416, Modern Chemistry II	3			1	8
Chemistry 510, Food Inspection and Analysis*	4			1	22
Physics 409, Basic Electronics*	4			1	15
Science 505, Science Seminar for Jr., Sr. Hi. Sch.	2			1	28
		Summer Session			
		Sections	Enrollment		
Chemistry 405A, Industrial Chemistry I*	2	1	21		
Chemistry 412, Physical Chemistry II*	4	1	3		
Physics 406A, Astronomy I	2	1	15		
Physics 411A, Photography I*	2	1	4		
Physics 513, Nuclear Radiation*	2	1	18		
Science 401X, Teach. of Sci. in Sec. Schools	2	1	31		
Science 409, Sr. High Physical Sci. Demonstrations*	2	1	24		
Science 418, Three Centuries of Science Progress	2	1	24		

*Courses subsidized by Dreyfuss Foundation Funds

Science Department Table No. 6

MASTER'S DEGREE CANDIDATES, SCIENCE DEPARTMENT, AY 1959-60

Classification	Number
Matriculated Students (August 31, 1959)	79
New Students Admitted to Matriculated Status	18
M.A. Degrees Granted June 1960	12
M.A. Degrees Granted August 1960	18
Matriculated Students (August 31, 1960)	60
Probationary Status Students (August 31, 1960)	7

Report prepared and submitted for Professor Rufus D. Reed, Chairman, Science Department, AY 1959-60.

Hugh Allen, Jr.

Training Development Table No. 1

Battle [illegible] Operations, Attack Squadron, [illegible]

Classification	Hours
Refresher Training (Level I, [illegible])	[illegible]
The Attack Squadron in Operations Phase	[illegible]
3.a. Improve Strike Mission [illegible]	[illegible]
3.b. Improve Strike Mission [illegible]	[illegible]
Electronic Warfare (Level I, [illegible])	[illegible]
Probationary Strike Pilots (Level I, [illegible])	[illegible]

Entry prepared and published by [illegible] Section, [illegible] Training, Atlantic Headquarters, [illegible].

[illegible]

MONTCLAIR STATE COLLEGE
Upper Montclair, N. J.

SCIENCE 505
H. Allen

April 21, 1960

TITLES OF RESEARCH REPORTS IN PROGRESS, SPRING 1959-60.

Name	Title
1. Berkowitz, Marion J.	A SURVEY OF HIGH SCHOOL BIOLOGY TEXTS: HOW UP-TO-DATE ARE THEY?
2. Biros, Richard R.	AN ANALYSIS OF TESTING TECHNIQUES EMPLOYED IN GENERAL AND COLLEGE PREPARATORY BIOLOGY COURSES IN THE PUBLIC HIGH SCHOOLS OF BERGEN AND PASSAIC COUNTIES (NEW JERSEY), 1959-60.
3. Brown, Walter E.	A SURVEY TO DETERMINE THE CONTENT OF APPLIED SCIENCE COURSES IN THE PUBLIC HIGH SCHOOLS OF THE UNITED STATES, 1959-60.
4. Cappuccio, Robert J.	A GUIDE TO GENERAL SCIENCE FIELD TRIPS FOR THE NEWTON, NEW JERSEY, ELEMENTARY SCHOOL.
5. Cosgrove, Cecilia J.	A COMPARISON OF COLLEGE PREPARATORY CHEMISTRY AND GENERAL CHEMISTRY IN THE ACCREDITED PUBLIC HIGH SCHOOLS OF NEW JERSEY, 1959-60.
6. Gallo, Joseph M.	AN INVESTIGATION TO DETERMINE THE AVAILABILITY OF FRESHMAN SCHOLARSHIP AID FOR SCIENCE MAJORS IN THE COLLEGES OF NEW JERSEY, NEW YORK, AND CONNECTICUT, 1959-60.
7. Gorton, Robert G.	THE DEVELOPMENT OF A TEACHERS' GUIDE FOR THE SCIENCE DEPARTMENT OF THE NEW PROVIDENCE, NEW JERSEY, HIGH SCHOOL.
8. Gross, Susan	THE WORK WEEK OF THE MATHEMATICS TEACHER IN THE SENIOR PUBLIC HIGH SCHOOLS OF NEW JERSEY, 1959-60.
9. Hapward, Jr., Richard H.	A COMPARATIVE SURVEY OF THE GRADUATION REQUIREMENTS FOR SCIENCE MAJORS IN THE LIBERAL ARTS AND TEACHERS' COLLEGES OF THE UNITED STATES, 1955-60.
10. Hyland, Mary E.	A SURVEY OF UNITS TAUGHT IN NINTH-GRADE GENERAL SCIENCE TO SLOW LEARNERS IN THE SCHOOLS OF NEW JERSEY AND THE INITIATION OF A COURSE OF STUDY FOR SIMILAR STUDENTS ATTENDING LAKELAND REGIONAL HIGH SCHOOL, WANAQUE, NEW JERSEY.
11. Jones, Donald	AN ANALYSIS OF ARTICLES INCLUDED IN THE SCIENTIFIC AMERICAN, 1956-59, INCLUSIVE.
12. Kehoe, Denise D.	A STUDY OF THE RELATIONSHIP OF MENTAL ABILITY AND SCIENCE ACHIEVEMENT SCORES OF SELECTED NINTH-GRADE STUDENTS.

13. Kelland, David — THE DETERMINATION OF AN OPTIMUM CONTENT FOR A COURSE OF STUDY IN ADVANCED PLACEMENT PHYSICS FOR MORRIS HILLS REGIONAL HIGH SCHOOL, ROCKAWAY, NEW JERSEY.

14. Kievit, Doris E. — A SURVEY OF PROVISIONS FOR GIFTED STUDENTS IN CHEMISTRY IN THE NEW JERSEY PUBLIC ACADEMIC SECONDARY SCHOOLS, 1958-59.

15. King, Richard W. — A SOLUTION TO THE REYNOLDS HYDRODYNAMIC LUBRICATION EQUATION USING MODERN HIGH*SPEED COMPUTER PROGRAMMING.

16. Kopacki, Stanley — AN INVESTIGATION OF THE NORTHERN NEW JERSEY MEADOWLANDS RECLAMATION PROJECT.

17. Macchione, John B. — THE WORK WEEK OF THE SCIENCE TEACHER IN THE SENIOR PUBLIC HIGH SCHOOLS OF NEW JERSEY, 1959-60.

18. Miller, Marylin — AN EVALUATION OF THE CURRENT GENERAL SCIENCE SYLLABUS OF EASTSIDE HIGH SCHOOL, PATERSON, NEW JERSEY, 1959-60.

19. Molnar, Arlene E. — AN INVESTIGATION OF VISUAL AIDS AND EXHIBITS FOR TENTH GRADE GEOMETRY.

20. Myers, George — THE EFFECT OF PARENTAL OCCUPATION ON THE CHOICE OF SCIENCE FAIR PROJECTS BY JUNIOR*SENIOR HIGH SCHOOL STUDENTS.

21. Nelson, Eric — A COMPARATIVE STUDY OF THE USE OF AUDIO*VISUAL AIDS BY SECONDARY SCIENCE TEACHERS IN TWO COUNTIES OF NEW JERSEY.

22. Nuziale, Joseph A. — A SURVEY OF THE DUTIES AND RESPONSIBILITIES OF SCIENCE DEPARTMENT CHAIRMEN IN THE SECONDARY PUBLIC SCHOOLS OF BERGEN COUNTY, NEW JERSEY, 1959-60.

23. Peters, Till J. N. — A SURVEY OF ATTITUDES OF COLLEGE AND UNIVERSITY CHEMISTRY DEPARTMENT CHAIRMEN TOWARDS THE ADVANCED PLACEMENT PROGRAM IN CHEMISTRY.

24. Schiff, Roberta A. — A COMPARISON OF THE METHODS OF TEACHING HIGH SCHOOL BIOLOGY IN SELECTED CURRICULA IN THE STATE OF NEW JERSEY, 1959-60.

25. Scullion, John L. — WATER: A RESOURCE UNIT FOR NINTH-GRADE GENERAL SCIENCE AND ITS EVALUATION AFTER USE.

26. Wallace, Edith — A PROPOSED COURSE OUTLINE FOR ADVANCED BIOLOGY IN THE AMERICAN HIGH SCHOOL.

27. Zdankowski, John A. — A SURVEY OF THE CHEMICAL INDUSTRIES IN THE VICINITY OF THE DUMONT, NEW JERSEY, HIGH SCHOOL TO DETERMINE THE OPTIMUM CONTENT FOR A CHEMISTRY LABORATORY COURSE FOR FUTURE LABORATORY TECHNICIANS.

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